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ABSTRACT

This study examined the feasibility of a high school district operating under the compulsory "Valley View 45-15 Continuous School Year Plan." Salient features of the study include reporting of three different types of secondary year-round school operations and the surveys of the local boards of education, the local community, the local high school staff, and Illinois high school principals and teacher union officers. External and internal scheduling requirements are explained and findings from the Illinois High School Association and the Illinois Teachers Retirement System are summarized. A comprehensive legislative chapter reports on Illinois year-round school legislation. A fiscal analysis study includes the fiscal implications of the secondary operation -- past, present, and future. It is concluded that a 45-15 operation at the secondary level is feasible, but that certain prerequisites must precede actual implementation and that certain operational areas must be evaluated in depth. A related document is ED 048 524. (Author)

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FINAL REPORT

Project No. 1-E-114

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FEASIBILITY STUDY OF THE 45-15 PLAN FOR YEAR-ROUND OPERATION OF A PUBLIC HIGH SCHOOL SERVED BY AN ELEMENTARY DISTRICT (VALLEY VIEW #96, WILL COUNTY, STATE OF ILLINOIS) ALREADY ON THE 45-15 PLAN.

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Submitted

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PREFACE

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This report is dedicated to the twelve Board of Education members from Valley View Elementary School District #96 and Valley View High School District #211 who vacated their board seats and worked to unify these districts into Valley View Community Unit School District #365.

Messrs. James D. Bingle, A. Vito Martinez, John E. Strobbe, Charles E. Mueller, Bruce E. Webster, Harold E. Lindstrom, Jr., Robert A. Noethen, Todd H. Lowe, Erenesto M. Edsall, Robert F. Reeves, Kenneth G. Kibler, and Thomas D. Eggers.

TABLE OF CONTENTS

Chapter		Page
I.	HISTORICAL BACKGROUND: THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN . . .	1
	Elementary Schools K-8	1
	Secondary 9-12 Schools	5
II.	THE 45-15 PLAN DESCRIPTION	7
III.	ATLANTA GEORGIA'S FOUR QUARTER SCHOOL YEAR	9
	What are Atlanta's Needs	9
	How Was the Problem Approached	10
	What Is the New Curriculum Like? . . .	12
	What Has Really Happened To the Atlanta Public Schools As A Result of This Effort To Widen Curriculum Options?.	18
	Has the Program Worked?	20
IV.	DADE COUNTY FLORIDA QUINMESTER EXTENDED SCHOOL YEAR PROGRAM	21
	Quinmester Pilot School Involvement . .	25
	Plant Utilization Implications of the Quinmester Extended School Year Program	26
	Community Involvement: Implications for the Quinmester Program	27
	Fiscal Implications of the Quinmester Extended School Year Program	29
	Curriculum Implications of the Quinmester Extended School Year Program	33
	Evaluation of the Quinmester Extended School Year Program	34
	Attendance	35
	Academic Achievement	35
	General Reactions	35
	Scheduling	35
	Curriculum	35
	Staffing	36
	Vacations	36
	Student Employment Prior to Graduation.	37
	Early Graduation	37

Chapter Page

Employment After Graduation 37
Early Graduation & Admission to College 38
Quinmester Graduation Five Times A Year 38
Administrative Implications of the Quinmester Extended School Year Program. 39
County Concerns 39
Calendar 39
Personnel 40
Support Services 40
Accreditation 40
School Concerns 41
Scheduling 41
Student Records 42

V. CHAMPLAIN VALLEY UNION HIGH SCHOOL MULTIPLE ACCESS CURRICULUM AND CALENDAR 43

VI. ILLINOIS YEAR-ROUND SCHOOL LEGISLATION. 53

State Aid 53
YRS Enabling Legislation #1 55
YRS Enabling Legislation #2 56
YRS Special Education 57
YRS Incentive Legislation 58

VII. ILLINOIS TEACHER RETIREMENT SYSTEM . . 61

VIII. ILLINOIS HIGH SCHOOL ASSOCIATION . . . 62

IX. 45-15 SURVEYS 63

Boards of Education Surveys 65
Community Survey 80
High School Staff Survey 104
Illinois High School Principal's Survey 115
Teacher Union Survey 138

X. HIGH SCHOOL SCHEDULING 140

The Extended Schedule 140
Fine Tuning #1 141
Cross-Checking Procedures 141

Chapter Page

Updating Through April 2, 1971 . . . 142
Student Listing 143
Simulation of High School 45-15 Staggered Track Start 144
The Internal Schedule 147
Small Enrollment 148
Teacher Contracts 149
Teacher Work Load 149
Matching Pupil Requests & Master Schedule 152
Track Determination 152
Conclusion 153
Classes of Small Enrollment 153
Determining Tracks 154
Extension of the School Day 155

XI. FISCAL ANALYSIS 156

Objective 4 156
Continuation of the Existing Program . . 157
Objective 4a 157
45-15 Plan Without Double Sessions . . . 157
Objective 4b 157
Income 158
Local Taxation 158
State Sources 159
Federal Sources 159
Other Sources 159
Expenditures 159
Administration 159
Instruction 160
Health 160
Operation 160
Maintenance 161
Fixed Charges 161
Other Services 161
Net Current Expenditures 161
Transportation 162
Capital Outlay 162
Debt Service 162
Total Expenditures 163
45-15 Plan With Double Sessions 163
Objective 4c 163
Staggered Quarters Year Round Operation. 164
Objective 4d 164

SUMMARY 165

Chapter Page

XII. CONCLUSION 166

XIII. BIBLIOGRAPHY 168

APPENDIX

A. GENERAL PROFILE OF VALLEY VIEW HIGH SCHOOL DISTRICT #211 169

B. CONTINUATION OF THE EXISTING PROGRAM . . 173

Table F1 173
Table F1a 174
Table F2 175
Table F2a 176
Table F3 177
Table F3a 178
Table F4 179
Table F4a 180
Table F5 181

C. BOARD OF EDUCATION SURVEY FORM 182

D. COMMUNITY SURVEY FORM 185

E. HIGH SCHOOL SURVEY FORM 189

F. ILLINOIS HIGH SCHOOL PRINCIPALS SURVEY . 191

G. TEACHER UNION SURVEY FORM 195

H. CURRICULUM CASE STUDY #1 197

I. CURRICULUM CASE STUDY #2 200

J. THE BOARD PRESIDENT LOOKS AT 45-15 . . . 203

K. THE VALLEY VIEW 45-15 CALENDAR 1970-71 .

L. THE VALLEY VIEW 45-15 CALENDAR 1971-72 .

M. THE VALLEY VIEW 45-15 CALENDAR 1972-73 .

HISTORICAL BACKGROUND

THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN

ELEMENTARY SCHOOLS K-8

Why did Valley View Develop the 45-15 Plan? The taxpayers in the district had approved since 1953, twenty-one different educational issues for the increase of educational taxes. This demonstration of community support for public education resulted in the school district reaching the legal limit of its bonding power for school buildings in 1966.

It was almost inevitable that Valley View Schools of Will County, Illinois, would be the site of a major breakthrough in year-round education. In this semi-urban district are composed most of the problems that have beset soaring suburban districts since the end of World War II.

Valley View District lies on high, but gently rolling, rich farm land in the northwestern corner of Will County in Illinois. The forty square mile area of the district is bisected diagonally by Interstate Highway I-55, the main traffic artery between Chicago and St. Louis. Interstate 55 replaces the long crumbling U.S. 66, Sante Fe Trail made famous in John Steinbeck's Grapes of Wrath. Downtown Chicago lies thrity miles or 45 minutes to the northeast by I-55, known as Adlai Stevenson Expressway within the city.

The historic town of Joliet, named for Father Louis Joliet, the French Jesuit Explorer, lies ten miles to the south of the heart of the district. The district gets its name, Valley View, from the fact that it is located on high ground overlooking the Des Plaines River and the Chicago Sanitary and Ship Canal, main arteries in the Great Lakes to the Gulf Waterways, one of the world's busiest channels.

The Des Plaines River gives the Valley View District one of its few industries, the large limestone quarry of the General Dynamics Corporation, which furnished much of the crushed stone for the building of the Southwestern Railroad and for the highways of Illinois. The river also supplies Illinois soft coal and cooling water for the huge steam power generating plant of the Commonwealth Edison Company, which accounts for approximately 32% of the estimated assessed evaluation of the Valley View District. The district is laced with high tension lines carrying

power to Chicago and northeastern Illinois.

Just outside of the district and contributing nothing to the building bond tax revenues are the large Argonne National Laboratories, operated by the University of Chicago for the U.S.Atomic Energy Commission; a large oil refinery, which receives its crude petroleum in barges along the Illinois-Mississippi Waterway; and the immense Stateville Penitentary built as a model prison in the early 1920's to augment the famous Joliet Penitentary.

Many of the present residents of the Valley View District work in these facilities lying outside of the district. Others work in large tractor and farm equipment plants in the southwestern suburbs of Chicago and in Joliet, which is also a center for producing steel and wire and fencing. About 10% of the workers living in the District are employed by the many interstate and regional trucking firms whose depots are located strategically south and west of the City of Chicago.

Until one year ago Valley View District contained no major shopping center. There were small neighborhood food marts in both Romeoville and Bolingbrook, the two incorporated communities within the district. Residents turned to Joliet or to the Oak Brook Shopping Center approximately fifteen miles away for their principal shopping. Accordingly, there was almost no sales tax revenue to support municipal functions within the district.

Valley View School District was formed in the summer of 1953 by combining four one-room country schools into a single consolidated district. The total number of students registered in the first year was 89, which compares with more than 7,800 during this current school year. There were five teachers; two are still employed in the district. The 1971-72 Professional Staff of the district totals 288.

The agrarian school trustees who organized Valley View District gladly gave up their seats on the combined board to make possible the initiation of a general science program at the seventh and eighth grade level. They were concerned primarily with up-grading the eudcational offerings for the children - a concern that is still uppermost in the minds of the heterogeneous board.

The district coasted comfortably, insofar as expansion was concerned, until the fall of 1959. The official average daily attendance for the 1958-59 school year was 219. The district's assessed valuation had grown 55 million, thanks to the construction of Commonwealth Edison Power Plant and there was a comfortable $254,359.00 assessed property evaluation to support each student.

But, then came the avalanche. The elementsry school population jumped 260% to 542 pupils as the first immigrants from Chicago began to fill up the Hampton Park Subdivision in Romeoville. This prefabricated housing project was developed by Alexander Construction Company, largest dealers for the nations' largest manufactuer of pre-assembled, panelized houses, National Homes Corporation of Lafayette, Indiana.

The Village of Romeoville, headquarters of our school district, had enjoyed a comfortable, rural population of 400 in the 1950 census. With the impact of Alexander's rows of pre-fabricated houses, the village was destined to go to 3,574 in the 1960 census; 6,358 in a special census taken in the mid-sixties; and to nearly 9,000 in the 1970 census.

Lagging only slightly behind was the new Village of Bolingbrook, at the intersection of I-55 with Illinois 53, which had jumped to a population of 5,357 in a special census in the mid-sixties and a population of nearly 8,000 in the 1970 census.

The financial plight of our district was compounded continually. Thanks to the arrival of the Commonwealth Edison Plant on the tax rolls, the assessed valuation per pupil had reached a peak of $261,475.00 in 1957-58, the year before construction began to boom in the Village of Romeoville. By 1966-67 the assessed value per pupil had dropped to $20,926.00 and by the fall of 1970 to $17,553.00 per pupil, just one-fifteenth of the peak valuation in 1957-58.

Schools in Illinois are supported approximately two-thirds from taxes from real and personal property and one-third from state aid. The school population of our district is affected by another fact. Approximately two-thirds of the residents of the district are Roman Catholics - largely of Italian, Polish, and Irish decent - workers who have moved from their homes on the west, southwest, and south sides of Chicago when the Black population increased there. Only a fraction of the children from these families attend Catholic Parochial Schools -- approximately 500.

Home building lagged during the two years preceeding the 1970 school year in our district, due to the high cost of construction and the high interest rate. This had a temporary effect of sending the district approximately 10% fewer students that had been estimated in the school administration projections for the 1970-71 school year.

However, the end is nowhere near in sight. In the Village of Bolingbrook alone there are currently twenty-one various subdividers constructing single family dwellings, quadro-plexes and various other types of condominiums ranging in price from $19,000 to $45,000. Conservative estimates given the district by the various sub-dividers in Bolingbrook indicates that the total pace of well over 3200 new homes will be constructed during the calendar year of 1972. When the land the developers now own is fully developed, it is reasonable to expect that the Valley View School District will have to provide a kindergarten through twelfth grade education for approximately 32,000 children by the time the next decennial census (in 1980) comes around.

Although the majority of the voters and taxpayers in the district are blue collar workers (truckers and factory employees), they have historically supported the district to the greatest possible degree. They have voted continual increases in the educational tax rate and in the bond issues for new schools. Since implementing the 45-15 Plan, the voters have continued their support for the schools at referendum time. On August 15, 1970, they approved a higher building fund rate and a 2.6 million dollar bond issue. The legal authority for bringing about this vote was due to the fact that the Valley View District qualified for an interest-free loan from the Illinois School Building Commission.

In 1966 Valley View knew that in 1970, it would be faced with implementing some different form of educational pattern for the children of the district. There were three choices that the Board of Education could consider. (1) Pack the classroom to overcapacity which would call for sixty to seventy students per teaching station; this was ridiculous. (2) The customary escape that the public gives to overcrowding situations when buildings cannot be obtained would be half-day sessions. The Board of Education did not wish to sacrifice the present quality of their ongoing educational program by going on half-day sessions. (3) The third alternative was to develop a program that would better utilize the taxpayer investment in school buildings, materials, and capital outlay equipment for more days of the year.

Subsequently, in August of 1968, the Board of Education of the Valley View District directed the school administration to begin procedures on updating the school calendar. The Board directed that an educationally sound and fiscally sound program be developed for Valley View Schools and implemented no later than the 1970-71 school year. By September 15, 1968, the 45-15 Calendar was born.

SECONDARY 9-12 SCHOOLS

Valley View High School District #211, Will County, Illinois was formed by dis-annexing a large section from Lockport Township High School District #205.

Lockport Township High School District #205 included 100 square miles of area and had three large comprehensive high schools, named Lockport Central, Lockport East, and Lockport West.

In the Spring of 1971 a group of citizens from west of the Chicago Ship and Sanitary Canal together with a group of citizens from the City of Lockport completed the arrangements for dividing the high school district. The breaking up of the high school district is rather unique in the State of Illinois where the trend is to consolidate school districts.

Fourteen men ran for the position of school board member. Seven of the men formed a group which ran on a platform of forming a unit school district, scheduling all high school students on the 45-15 Plan, proposing a referendum for the educational fund, and building a new four-year high school in Bolingbrook. This group of seven men was elected and took office on July 1, 1971.

The newly formed district was named Valley View High School District #211. Lockport West located on Highway 53 at Taylor Road is the only physical plant in the new high school district; the building was re-named Romeoville High School. The new high school to be built in Bolingbrook will be named Bolingbrook High School.

On August 28, 1971, a referendum was held to increase the educational tax rate by 53¢ per $100 assessed valuation and to sell $8,200,000 in bonds to build a high school in Bolingbrook.

Both parts of this referendum passed. Immediately the Building Committee of the Board of Education and the administration began working on the decisions for the Bolingbrook High School.

Valley View High School District #211 has the distinction of approving the highest increase in the Educational Tax Rate ever passed in the State of Illinois from 92¢ per $100 assessed valuation to $1.45 per $100 assessed valuation. Also this tax rate increase was passed during a time when most school referendums in neighboring school districts were being defeated. And as one bit of proof that the citizens were informed of the

issues involved and were supportive of a tax rate increase, more than twice as many citizens went to the polls in this referendum as had ever voted in any other election.

In the spring of 1972 a decision was made to form a community unit school district by combining the high school district with the grade school district. Since the boundaries were not co-terminious, the decision was made to follow the high school boundary in the area in the northwest corner of the school district. On May 20, 1972, a referendum was held with two issues. One, to approve the formation of a unit school district and two, to reaffirm the bonds which had been issued by the high school district. Both issues passed overwhelmingly in each precinct.

At this writing (June 27, 1972) the election for the new school board for the Valley View Community Unit School District #365U is July 22nd with the board organization meeting to be held on July 27th.

All high school students have been scheduled to begin the 1972-73 school year according to the 45-15 Plan.

THE 45–15 PLAN DESCRIPTION

The Valley View 45-15 Continuous School Year Plan is a method of assigning pupils, building facilities, and staff members. By more efficient use of the physical plant, by a more extensive use of the personnel, and by a more equal distribution of pupil class attendance throughout the year, the school district has realized a savings in building construction costs, a longer working year for some certified and non-certified employees (with corresponding increases in income), and quality education for the student body.

The Plan is educationally sound, financially desirable, and legally possible. This Plan was developed in the Valley View Public Schools and should not be confused with other scheduling systems.

Saturdays and Sundays, all Illinois legal holidays, a Christmas vacation period, an Easter vacation period, and a short adjusting period around the Fourth of July are designated as school closing days. A five year calendar has been prepared to insure that the pupil schedules are in logical segments. When classes are not in session, however, the buildings could be open for maintenance, athletic events, community activities and library service. All provisions of the Illinois "Monday Holiday Bill" are observed.

All families have been placed in one of four groups (A, B, C, or D) according to the small neighborhood in which they live. Unless the parents request differently, all children in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups always stay in the same order of rotation.

All children in grades K-8 have attended school according to the 45-15 scheduling pattern since the summer of 1970. All students in grades 9-12 started the 45-15 Plan July 31, 1972.

On June 24, 1970, the teachers and staff members for Group A began a four day Teacher Institute. On June 30, 1970, the pupils in Group A began classes. These pupils attended school for 45 class days then had a 15 class day vacation. Four cycles of attendance such as this gives the pupil 180 class days per school year and per calendar year.

Group B staff members had a four day institute immediately prior to the beginning of classes for Group B. Group B pupils began classes on July 21, 1970, which was 15 class days after Group A began.

Group C staff members had a four day institute after which Group C pupils began classes on August 11, 1970. At this time, three of the four groups of pupils were in school and one group was on vacation.

After pupils in Group A finished 45 class days of schooling and began a 15 class day vacation, the pupils in Group D began classes utilizing the classrooms and (in some cases) the teachers that were used by the Group A pupils. Group A pupils returned to replace Group B pupils; Group B pupils replaced Group C pupils; Group C pupils replaced Group D pupils, etc.

High school students in Groups A, B, and D started school July 31, 1972.

The families in the community were scheduled first. The teachers and classrooms were scheduled to match the pupils for grade level and department.

Bus service, building administrators, library and resource center staff members, cafeteria workers, and custodial employees were scheduled as required.

Provision was made for special education pupils, pupils who transfer into the Valley View Public Schools, and pupils who may be retained or advanced. Kindergarten classes are provided on a partial day basis.

Provisions have been made for emergency school closing days and teacher institute days.

This scheduling system was designed to provide Valley View pupils with quality education, full school days (except for kindergarten pupils), and 180 class days per year. The 45-15 schedule is not a device for increasing class days of instruction.

So far the use of this plan has resulted in saving the construction costs of seventy six equipped classrooms. All new buildings and additions will also be scheduled under the 45-15 pattern.

ATLANTA GEORGIA'S FOUR-QUARTER SCHOOL YEAR

In December of 1965, an intensive effort was started to develop a more dynamic and meaningful curriculum and organizational structure for the high schools in the Atlanta School System. Atlanta felt that the schools needed to be more compatable with and responsive to society, the students, and the world of knowledge. Two years were devoted to studying, planning, and developing the program before it was begun in all 26 high schools in September of 1968. Atlanta is in its seventeenth consecutive quarter of operation, and during this time the fourth quarter has been funded almost entirely from local ad-valorem taxes.

Atlanta is a vast, complex, changing city, and the changes of recent years have been dramatic. No longer is life dominated by an agrarian society. Animal power has been replaced by machinery and modern technology demands skills unheard of in previous years. People are more mobile; new and different jobs are being developed daily.

The challenge of education has always been to provide programs which meet the needs of the time. However, the changes in education have not always kept pace with the changes in society as a whole. Too often educational changes have occurred as a reaction to the times rather than a response. Therefore, the major question faced by the Atlanta Public Schools in this period of complex and constant change is:

> What type of educational programs should be provided?

In response to this question, they found that they had to ask themselves two other pertinent questions:

-- What are Atlanta's needs?

-- What is a possible and positive approach to meeting these needs?

WHAT ARE ATLANTA'S NEEDS?

There is no simple answer to this question, for Atlanta is far from a simple city. It is a big, bustling, growing city: It is 27th in population in the United States, 3rd in air travel, 9th in residential buildings, and 3rd in non-farm employment.

The homes for its residents range from modern high rise apartments to old frame structures, from decaying parts of the inner city to townhouses, from low socio-economic areas to large estates, from slums to sub-divisions.

What are Atlanta's needs? How do the people who live in these various kinds of housing earn a living in 1972? They are dental technicians, lawyers, construction workers, service station operators, airline reservation clerks, architects, executives, clerks, judges, secretaries, inmates, and welfare recipients.

What are Atlanta's needs? Educational programs which will equip the young people of today to live in this complex, changing city. Educational programs which will provide for individual needs and individual aspirations.

Traditionally, the school program was pretty much of single design similar to a funnel. Regardless of the size, shape, desires, aptitudes, and goals of the pupils, courses were presented and required in sequential order - pupils passed or repeated before moving on. Pupils were grouped rigidly and scheduled by grades regardless of their learning abilities and potentials. This constraint did not seem appropriate; neither did it seem to be educationally meaningful.

HOW WAS THE PROBLEM APPROACHED?

Atlanta was faced with finding a pattern of organizational structure which would carry a flexible, changing curriculum and would allow for individual goals of pupils. Atlanta had tried the semester system. They also tried the "souped up" semester system. They examined the trimester. However, Atlanta was searching for an organizational structure which would permit more flexibility and individualization of instruction; one which would allow pupils to take one course, or two courses, or a combination of courses and activities; one which would permit a wider selection of options; and one which would expand the school year and permit the interchange of its various parts. Therefore, representatives from the eight school systems in the metropolitan Atlanta area, in conjunction with the State Department of Education, worked cooperatively to develop such a plan. They actually went into this program on a cooperative basis because of the size. These eight school systems enroll more than one-third the students in Georgia. Cooperation gave them a psychological security and mutual support.

Area superintendents, state department representatives, department chairmen, and other key instructional leaders were added to the planning group. The decision was reached that the vehicle needed to carry the curriculum should have four interchangeable parts. The structure took shape; the four-quarter plan was the structure we would use as a vehicle for our new curriculum and program. Merely to "chop" the traditional courses into quarter blocks would not give the flexibility desired. So each of the eight school systems, in varying degrees, independently and co-operatively organized and worked to develop an appropriate curriculum.

Atlanta's staff composed of teachers, coordinators, subject area department heads, librarians, consultants, administrators, and, on occasion, students examined the curriculum by subject areas. Each subject area committee exchanged ideas with similar committees in the other metropolitan school systems, and interdisciplinary groups worked together. Administrative committees were also at work. Collectively, they produced a non-sequential, non-graded individualized program. In order to accomplish this goal, the entire high school curriculum was re-written by identifying feasible concepts in each discipline, grouping those which seemed to hang together, and arranging them in courses. When possible, the courses were developed to behavioral objectives, student characteristics, and administrative requirements as they perceived them at that time.

In order to give some uniformity in course development, this guide was devised and used by each subject area committee.

RECOMMENDED QUARTER COURSE

SUBJECT AREA OF _____

Name of Course and Description	Student Characteristics	Behavioral Objectives	Administrative Requirements
(Catalogue title and a one or two sentence description)	(Who will take the course? Age, achievement level, pre-requisite courses, vocational goals, academic goals, others)	(What the pupils are expected to accomplish in this course)	(Double periods, time of day, size of class, physical facility required, etc.)

You will note that they were concerned about behavioral objectives. These were the days when behavioral objectives were just beginning to become popular, and perhaps they did not reach their desired goals in every case. However, for the first time, on a comprehensive basis, Atlanta was concerned about what it was that students were to learn, to learn to do, to develop their attitudes, or

specifically what they were trying to accomplish. This behavioral approach is quite different from saying that the purpose of this course is to prepare people to live successfully in American democracy-whatever that means. Atlanta was much more specific. Furthermore, they turned their attention to the more individual characteristics of students:

--learning styles

--goals

--ambitions

They were concerned about developing courses which would make possible the reaching of behavioral objectives by students of many and varied individual characteristics.

Atlanta was also concerned about administrative regulations. They had previously had the experience of developing courses only to have them rebuffed because of inadequate space or restraining needs such as a wall removed. Therefore, they wanted to know before beginning their new course construction, what kinds of administrative requirements would be necessary to implement a particular course. The constant and meaningful involvement of administrators made this goal possible.

For each course, a teacher's guide was developed - a mass undertaking. During one summer alone - the first summer they really got underway - they used more than eighteen tons of paper cut in 8½ x 11 size for printing the guides. When the number of courses were tallied, they found that they had developed over 850, a number which has now grown to 870. Each course was listed and described in a catalogue which was distributed to each high school. Obviously, no one school could offer all of these courses during any one quarter, nor would some of the courses necessarily ever be offered in some schools. The selection of courses for any one school is determined by the composition of the student body.

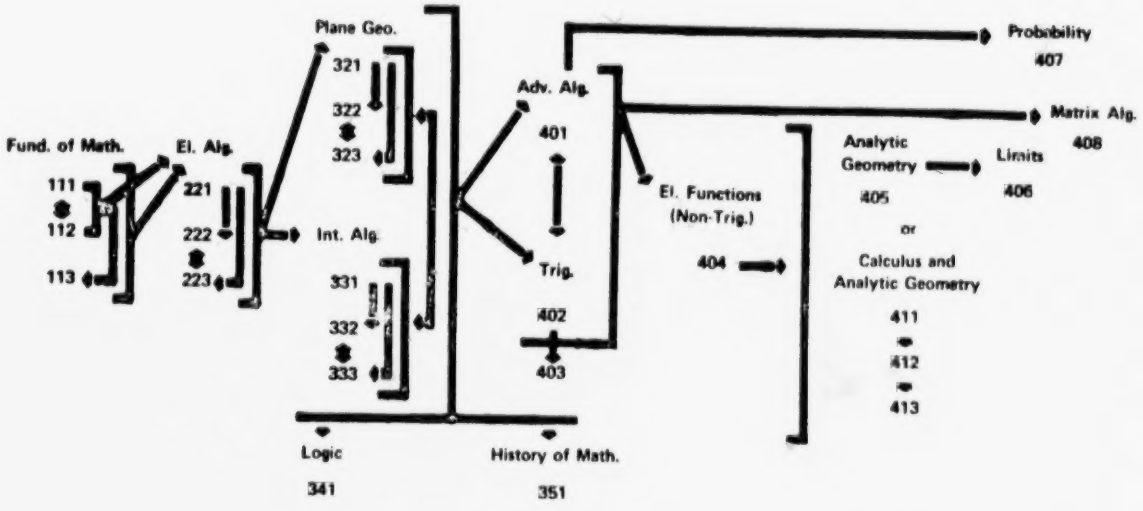
WHAT IS THE NEW CURRICULUM LIKE?

Itis non-sequential, non-graded, individualized.

The majority of the courses are non-sequential. This is a problem that Atlanta had to solve early in the planning. They found, to the dismay of some and to the

satisfaction of others, that courses did not necessarily have to be provided in sequential order.

FLOW CHART OF THE ACADEMIC PROGRAM IN MATHEMATICS



NOTE: A pupil may move from the Academic Program to the Basic Program at any quarter.

Math 111 and 112 can be taken in any order as long as the content is reasonably mastered in both before 113. As long as the content in these three courses is mastered, a pupil might branch off in any direction, in any math courses offered in the school system. His own desires and his goals will dictate into which course he goes and in which order he chooses his path.

It provides for flexible scheduling.

Another important feature is flexible scheduling. The new curriculum provides for the different levels and abilities of the students through more flexible scheduling.

PUPIL'S SCHEDULE - COLLEGE PREPARATORY			
Fall - 1968	Winter - 1968	Spring - 1969	Summer - 1969
Nature of Civilization (S.S.)	Dev. of Nation-State (S.S.)	Political Behavior (S.S.)	Typing
Inter. French A	Inter. French B	Inter. French C	Theater (Eng.)
P. E.: Tennis	P. E.: Soccer	P. E.: Track and Field	Short Story
BSCS Biology	BSCS Biology	BSCS Biology	Dev. of U. S. Democracy
Adventuring in Lit. I	Composition (Eng.)	Adventuring in Lit. II	
Plane Geometry	Plane Geometry	Plane Geometry	

This is a schedule for a pupil who wishes to go to college. Although it is entitled college preparatory, they have no such program designated, but from the 870 courses and proper professional assistance from counselors, teachers, and parents, Atlanta can assist the pupil in selecting the kind of courses he will need to enter practically any university anywhere. This particular student wanted to go to college - is now in college and is doing quite well. A careful examination of the courses selected will reveal the fact that this is a traditional college prep type program.

Another program for a student who needed two quarter courses in English and in social studies to complete requirements for graduation wished also to take choir or music and to be of assistance around the school, thus completing one-half day.

ACTUAL SENIOR STUDENT SCHEDULE	
1st Quarter	2nd Quarter
1. Composition (Eng.)	1. Composition (Eng.)
2. Choir	2. Honor Choir
3. Aide (Principal)	3. Aide (Assistant Principal)
4. Comparative Cultures (S.S.)	4. International Relations (S.S.)
Early dismissal	Early dismissal
—at work by 1:00 P. M.	—at work by 1:00 P. M.

At noon the student was dismissed and worked as a mail clerk in a nearby establishment. This young man is also in college and is doing quite well, illustrating again the fact that a student who wishes or needs to work would not be prevented from going to college.

Other types of flexibility in terms of students with different abilities and having different needs was also considered important. English is probably an example that illustrates as well as any the wide range of abilities of students in a common core type subject. In Atlanta, are high school students who are reading below the fourth grade level, between fourth and sixth, and above the sixth grade level. Some appropriate courses for each one of them are listed next, including courses for those who are just beginning to read and are improving below the fourth grade level. Would it be better for a non-reader, 16 years old, to learn to read than it would be for him to flunk Shakespeare again? Atlanta decided in favor of teaching students things that were meaningful to them regardles of whether it was on the first grade, twelfth grade, or college level.

A. READING LEVEL BELOW 4.0	
LOWER DIVISION:	UPPER DIVISION:
Reading Improvement I, II	Expository Composition
Communication Skills Lab. I, II	Readings for Modern Man
Literary Modes	Adventuring through Literature I
Language Skills	Drama for Modern Man
Mass Media	Theatre and Stagecraft
	Short Story

B. READING LEVEL FROM 4.0 - 5.9	
LOWER DIVISION	UPPER DIVISION:
CSL I, II, III	Expository Composition
Literary Modes	Adventuring through Literature II
Language Skills	Oral Language
Mass Media	Poetry
	American Literature I
	Communication: The Paragraph
POSSIBLE SUMMER QUARTER ELECTIVES: Theatre and Stagecraft	

C. READING LEVEL 6.0 OR ABOVE	
LOWER DIVISION:	UPPER DIVISION:
Literary Themes	Adventuring through Literature II
Communication: Sentence Patterns	Composition
Myths and Legends	American Literature I
Mass Media	Language Development
Communication: The Paragraph	American Literature II
Literary Types	Drama
POSSIBLE SUMMER QUARTER ELECTIVES: Creative Writing, Shakespeare, The Novel	

It requires more counseling with students.

To have this much flexibility is one thing, but to be able to counsel with students in the way the flexibility demands is very important. The classroom teacher's role in counseling has been greatly enhanced because she works closer with the pupils and, above all others, is better able to suggest appropriate courses to take next in any given subject area. Hopefully, through this process, each pupil will be scheduled so that he will be challenged enough to maintain interest but not enough to find course work too demanding and thus lose interest. Through this total counseling and selection process, courses are selected for each pupil for each quarter. Each pupil examines his program of studies, and the courses selected for the quarter are noted. During the quarter, the pupil's records are reviewed, and with further counseling - with a guidance counselor if the case warrants it - a second quarter's program of studies is identified and added. As was illustrated previously, work may be scheduled for one-half day, during the morning or afternoon or it could come at some other time. The whole idea is that there is a flexibility or a possibility of flexibility depending upon the pupil's respective needs and his own direction.

To facilitate scheduling, they do use the computer. There is some question about whether it is mandatory or not in order to have a successful program, and there is still some real question about whether Atlanta can schedule faster or more effectively manually. The question of rapidly retrievable forms of data is clearly answered by the computer assisting them in that particular area. Following the same counseling procedure, the third quarter's program of studies is identified, as is the fourth quarter, and any subsequent quarters of work that the pupil may wish to take.

This whole process of scheduling re-emphasizes the fact that Atlanta's pupils come in different sizes and shapes and that the old uniform curriculum design does not fit the majority of our pupils. The four-quarter plan provides wider options and, with proper counseling, better suits our pupils.

It credits students for work completed in a different fashion.

After several months of debate, Atlanta decided that if the courses were properly selected in terms of the activity that the student would need next in order to continue his normal growth pattern and if he were pursuing these reasonably well and making progress, every course would have exactly the same amount of credit. That is,

if he attends class one hour a day, five days a week for a quarter and passes, he would earn five quarter hours regardless of the name of the course. Although Atlanta does not record Carnegie units or keep up with them in any way, the rule of fifteen quarter hours equals one Carnegie unit is used for handling transfer students.

WHAT HAS REALLY HAPPENED TO THE ATLANTA PUBLIC SCHOOLS AS A RESULT OF THIS EFFORT TO WIDEN CURRICULUM OPTIONS?

Many questions have been answered and many others identified.

After more than two years of preparation, the four-quarter plan began in September of 1968, and is now in its seventeenth quarter of operation. During this period of time, Atlanta has answered many questions, but they have, in the process, probably identified more questions than they have answered. One of the more commonly asked questions, particularly in the earlier years, was - does it save money? The answer for Atlanta's program is simply no. It was not designed as a money saving approach; it was designed as a vehicle for curriculum revision - a method for providing more relevant courses and more meaningful experiences for the youth enrolled in the school system. Since all youth have an opportunity to come either three or four quarters if they wish, the cost of operating the additional quarter is over and above what it would cost if we stopped at the end of the third quarter.

How did they get people involved?

Atlanta worked at public involvement some two or more years prior to implementing the program, and developed publications which they distributed widely to PTA's, news media, television programs, radio, school bulletins. Personnel appeared before all kinds of groups to talk. They encouraged pupils to discuss their specific courses of study with their parents. Parents were invited to talk with teachers if they had any questions about what might happen. Faculty meetings were devoted to developing better understanding among staff members. Through this all, the school system found out that the public generally was much more in favor of moving into this type of program than some of the professional educators.

What major differences have they been experienced since going into the year-round program?

One of the differences is that Atlanta has all of their high schools open all year long, full-day, tuition-free. Formerly, in the summer, they had only a select number of schools open in various locations. The enrollment has changed considerably, too. Prior to going on the year-round program, Atlanta had approximately 25% of the high school student body enrolled in one or more courses during the summer for which they paid tuition. In 1969, the first full summer of operation on the year-round program, Atlanta had some 39% of the students to enroll with an average enrollment of 2.6 classes. The next summer, the enrollment dropped to 35%, but the number of classes increased to 3.6 on an average per student. In 1971, the enrollment percentage was 36; the course enrollment was 3.7, approaching the average load of 4.

What about eligibility for athletics?

Is Atlanta permitting students to stay out the quarter they participate thus in essence becoming a pro? No. Administrators appeared before the Association that sets the regulations, and it was ruled that a student would earn eligibility the quarter prior to this participation in a competitive sport, i.e., he would either earn his eligibility in the spring or the summer quarter prior to participating in the fall depending on his enrollment time. He must pass fifteen quarter hours during the quarter he earns eligibility and must be enrolled during the quarter he participates. The Atlanta School System has increased the requirement from fifteen to twenty quarter hours.

Have more special programs been added?

In addition to the regular full program, they have been able to maintain special activities and to increase the offerings of special activities because of their flexibility. One such program is called Upstream - the Atlanta School System's version of the internationally known program Outward Bound. For this program, youngsters enroll for 21 consecutive days in the North Georgia mountains. Fifteen quarter hours of credit - five hours in sociology, five hours in environmental biology, and five hours in physical education - are allowed for the experience. Qualified, certified teachers stay right with the students at all times. Other such special courses or programs include environmental biology, oceanography, automobile mechanics. Not only do these special programs enrich the curriculum offerings, but also some courses such as the automobile mechanics suceed in destroying many of the myths about those who work with their hands having less intellect.

HAS THE PROGRAM WORKED?

The curriculum has changed. It is more up-to-date, relevant, and flexible. The student and parent response has been positive. Perhaps some illustrative student comments will give an idea of the reception:

--Going to school all four quarters, I don't get behind and yet I can hold down a part-time job.

--By taking three or four courses a quarter, I don't feel pushed. We schedule what we feel I can handle without my getting upset and nervous.

--One quarter, I took three social sciences courses not to get rid of the hard work but to concentrate in one field.

--I just go whenever my mom makes me.

--Even physical education is different. We went to the public swimming pool three times a week for lessons.

--I'm on the annual staff so I went the fourth quarter to lighten my load all year and give me more time for the yearbook.

Few students, less than 100, take vacation quarters other than summer. Few choose to graduate early. Close to 6,000 will work - either as a part of a school program or on their own - part-time.

Does the new approach help? Atlanta thinks so. They know it widens the opportunities; Atlanta, Georgia works constantly toward keeping it relevant and flexible.

DADE COUNTY FLORIDA QUINMESTER
EXTENDED SCHOOL YEAR PROGRAM

On August 14, 1969, the Dade County School Board authorized their Division of Instruction to conduct a plant utilization study. The study was to have as its purpose the exploration and recommendation of alternate plant utilization plans for the most efficient use of Dade County School facilities so as to reduce the need for capital expenditure during the following five (5) years. The recommendations which were to evolve from the study were expected to maintain the present level of instruction and where feasible, provide an opportunity for the improvement of the educational program while still effecting plant economies.

Two plant utilization strategies became apparent as the study progressed. They were: (1) the extended school day; (2) the extended school year.

The extension of the school day (Ten Hour Day) has the potential of becoming operational in a short period of time since no major curriculum revision or restructuring is required, and it does not significantly increase school operating costs. The Ten Hour Day extended day plan increases the capacity of a school facility by approximately 75% by dividing the school's enrollment into two equal groups and dividing the day into two equal sessions. Each student is assigned five subjects but may elect to extend his regular five hour day and take an additional subject. In the 1970-71 school year twenty-three Dade County secondary schools adopted the Ten Hour Day plant utilization plan.

The extension of the school year was considered to be a far more complex strategy to implement, and the long term plant utilization benefits can not be accurately projected. The plant utilization study reviewed seven extended school year plans, all of which were considered as being impractical for implementation in Dade County. The experiences of other school systems would indicate that the following criteria need to be considered prior to the development of an extended school year program for the Dade County Schools:

1. The extended school year design that produces the greatest plant utilization benefit requires the greatest adjustment in living patterns, and such designs have proved least acceptable to communities at large.

2. Extended school year designs that mandate specific vacation periods to pupils are not as acceptable to communities as are those extended school year programs that are voluntary in nature.

3. Extended school year designs that demand a radical departure from existing school calendars are not accepted by communities as well as those extended school year plans that require only slight calendar changes.

4. The extended school year plan that increases the students' options of course selection, attendance sessions, and vacation options are more acceptable to students and patrons than those plans which maintain present restrictions in the areas of curriculum, attendance and vacation periods.

5. Extended school year plans that do not provide a common vacation period for all pupils and staff members are resisted by the community more than those that provide a period in which all the schools are closed and a common vacation period is available to students and staff.

On the basis of the above criteria, the Quinmester Plan was developed by the Division of Instruction and recommended to the Dade County School Board for piloting in selected secondary schools.

The Quinmester Extended School Year design was developed around a calendar that divides the school year into five 45-day or 9-week sessions. (See Chart I). Pupils in schools operating with the Quinmester organization must attend four (4) quinmesters in the five (5) quinmester school year. The student has the option of attending all five (5) quinmesters and accelerating his graduation from high school or electing a vacation quinmester other than the traditional summer vacation period. (See Chart II). Each fifth quinmester attended by the pupil could possibly accelerate his graduation from high school forty-five days although the fifth quinmester may be used by pupils for enrichment and remedial experiences and not result in an accelerated graduation.

CHART I

QUINMESTER VACATION ROTATION

	1st Quinmester	2nd Quinmester	3rd Quinmester	4th Quinmester	5th Quinmester
GROUP A	VACATION	School	School	School	School
GROUP B	School	VACATION	School	School	School
GROUP C	School	School	VACATION	School	School
GROUP D	School	School	School	VACATION	School
GROUP E	School	School	School	School	VACATION

CHART II

QUINMESTER SCHOOL YEAR PLANT CAPACITY BENEFITS
ACHIEVED BY THE MANDATING OF ATTENDANCE SESSIONS

Quinmester Extended School Year 225 Days					
180 Day School Year					
1st Quinmester, 45 Days	2nd Quinmester, 45 Days	3rd Quinmester, 45 Days	4th Quinmester, 45 Days	5th Quinmester	
				Traditional Summer Sch.	
				30 Days	15 Days
Theoretical Registration 2500 Student Capacity-2,000 Student Membership - 2,000 Students Vacationing-500	Theoretical Registration 2500 Student Capacity - 2,000 Student Membership - 2,000 Students Vacationing - 500	Theoretical Registration 2500 Student Capacity -2,000 Student Membership - 2,000 Students Vacationing - 500	Theoretical Registration 2500 Student Capacity -2,000 Student Membership - 2,000 Students Vacationing - 500	Theoretical Registration 2500 Student Capacity - 2,000 Student Membership - 2,000 Students Vacationing - 500	

Total # of Students Enrolled for 180 Days - 2500

Total # of Students in Attendance Each Quinmester - 2000

Total # of Pupils Vacationing Each Quinmester - 500

Total # of Days School is in Operation - 225

This extended school year organization does not radically effect the present operational calendar of the Dade County Schools, and provides the community with the option of an extended school year program while maintaining the present calendar structure for those people in the community who prefer the traditional 180 day school year. The Quinmester Program is designed to be different than the present summer programming in that the summer quinmester is expected to be an extension of the four other terms of the school year and is not considered to be primarily a vehicle for remediation or enrichment. Although these types of programs will be available in quinmester schools, the Quinmester Extended School Year Plan makes available regular school programming thorughout the calendar year with the exception of a two to three week summer vacation period. The above average student could accelerate under this plan while other pupils could more easily repeat grades failed. (Gifted and motivated pupils could complete 6 years of secondary schooling in five years by attending four summer quinmesters between grades seven and eleven, while less gifted pupils who did fail grades could get their elementary and secondary school education in the present normal twelve year period.) The voluntary features of this plan permits those who wish to attend a full year to do so and those who strongly object to being in school for an elongated period attend only the regular 180 day school program.

Quinmester Pilot School Involvement

Seven schools were identified as quinmester pilot schools. They are Miami Springs Senior High School, Miami Beach Senior High School, North Miami Beach High School, Nautilus Junior High School, Henry Filer Junior High School, Hialeah Junior High School and Palmetto Junior High School.

All but two of the pilot schools (North Miami Beach Senior High School and Miami Beach Senior High School) were offering a quinmester program starting in June, 1971. The other two pilot schools started their first quinmester in September, 1971.

During the 1970-71 school year, the pilot schools were involved in a comprehensive study of the administrative and curriculum implications of the Quinmester Program, through representation on all the subject area advisory committees and the administrative review and steering committee.

The individual pilot schools in addition to writing curriculum support material for the Quinmester Program, conducted a community information dissemination campaign designed to acquaint the community with the Quinmester Extended School Year Program.

Plant Utilization Implications of the Quinmester Extended School Year Program

The Quinmester Plan theoretically has the potential to increase the capacity of school plants by 25%. A school having a capacity of 2,000 pupils could conceivably enroll 2,500 and due to the staggered attendance periods have but 2,000 pupils in attendance during any given quinmester. (See Chart II). Increased plant capacity could also be achieved through an acceleration procedure developed under this plan. The fact that the fifth quinmester coincides closely with the Dade County Base Plan for summer school operation is likely to make attendance in summer school for acceleration purposes more appealing. To achieve the maximum benefit from this plan relative to plant utilization 4/5 of the total secondary school population would need to be in attendance each quinmester. (See Chart II).

This maximum benefit indicated above could only be achieved by mandating pupil attendance and vacation periods. The Quinmester Extended School Year design, as presently being planned in the Dade County schools does not anticipate this mandatory procedure.

The prevailing patterns of family and community living and working, although presently undergoing change, militate against the acceptance of any extended school year design by the community that assigns pupils to specific attendance sessions for plant utilization purposes. It is anticipated that as community mores and habits change, the number of families that elect to vacation in a period other than the summer will increase and more students will attend a fifth quinmester program that affords them the same academic opportunities that are available in the regular school year program.

Attendance statistics from the 1970 six-week summer session indicate that 34% of the potential secondary school population attended an academic summer school for credit. These attendance figures provide some data for a projection of what summer quinmester attendance might become after several years of operation.

It is not projected that attendance at a summer quinmester will always be reflected in an accelerated graduation for students; however, it can be generally assumed that in most cases each summer quinmester attended by a pupil will result in the saving of 25% of a pupil station.

The attendance of 3,384 pupils in the quinmester programs during the summer of 1971 provided a savings of 846 student stations computed at .25 pupil station per student in attendance. The economic benefits derived from savings in operating costs per pupil between 10-month operation and fifth quinmester operation is shown in Chart III. The degree to which pupils avail themselves of the acceleration factor in the Quinmester Plan and the degree to which pupils voluntarily elect a vacation period other than the traditional summer months will in effect represent the sum total of the plant utilization benefits available from the Quinmester Plan.

The present pupil capacity deficit in the Dade County schools makes it unfeasible to consider the Quinmester Extended School Year Program as a replacement for the ten hour day plant utilization plan. The 75% pupil capacity increase available with the ten hour day plant utilization plan, could not possible be matched by the voluntary Quinmester Extended School Year Plan. The operation of the ten hour day or any extended school day program is, however, compatable with the Quinmester Extended School Year Program and schools can be expected to operate both plans simultaneously.

Community Involvement: Implications for the Quinmester Program

A public information campaign was conducted by the five pilot schools with the patrons of the school community and interested civic, social, and religious organizations. The new curriculum, the possibility of mid-year vacation periods and the possible reduction in the school system's capital outlay requirements were the main areas of interest at quinmester informational meetings. Numerous groups within the community and the school system were contacted by the staff of the Division of Instruction relative to the Quinmester Extended School Year. These groups included school P.T.A., League of Women Voters, university groups, curriculum councils, district principals' groups, professional organizations, and individual school facilities.

CHART III

A COMPARISON OF THE PER PUPIL OPERATING COST
OF THE TEN MONTH REGULAR PROGRAM AND THE
5TH QUINMESTER IN FIVE PILOT SCHOOLS

Pilot Schools	1970-71 Operating Budget	Membership Oct. - 1970	Regular School year Operating Costs Per Pupil	Projected Operating Costs-5th Quinmester	Projected Enrollment-5th Quinmester	Projected Pupil Operating Costs 5th Quinmester	Percentage Increase in Per Pupil Operating Costs in Pilot Schools Operating 5th Quinmester
Miami Springs Sr.	$1,802,028	3,354	$561.00	$121,068	1,140	$106.20	+18.9%
Nautilus Junior	$ 792,950	1,434	$553.00	$ 53,865	488	$110.38	+19.9%
Henry Filer Junior	$1,039,688	2,049	$507.00	$ 74,128	697	$106.35	+20.9%
Hialeah Junior	$ 940,855	1,462	$644.00	$ 53,865	497	$108.38	+16.8%
Palmetto Junior	$ 995,420	1,652	$602.00	$ 62,586	562	$111.36	+18.5%
	$5,570,971	9,951		$320,625	3,384		

Note 1: Average per pupil operating costs in pilot schools for 180 day program - $560.00.

Note 2: Average per pupil operating costs in pilot school for 5th quinmester - $108.53

Note 3: The operating costs of the 5th quinmester (summer) is approximately 19% of the 10 month cost per pupil. This means that the present cost per pupil for a school to operate a 12 month Quinmester Program would be 119% of the present operating cost per pupil.

Twenty thousand copies of a brochure entitled "Quinmester Program Progress Report" were distributed to all School Board employees as well as interested community groups and educational agencies. A telecast was broadcast over Channel 2 during a teacher work day. The telecast included a panel of teachers assigned to several of the quinmester pilot schools who answered questions concerning the Quinmester Plan that were solicited from the county at large.

Numerous references and informational items concerning the Quinmester Program have been published in Checkpoint and the school newspapers of the pilot schools. Several of the pilot schools have developed and distributed brochures to their patrons and pupils.

The Evaluation Department of the Division of Instruction has distributed 2,000 questionnaires to the business community in Dade County. Questionnaires have also been developed for patrons, pupils, teachers, and administrators as well as for every college and university of the state.

The Greater Miami Coalition has coordinated a Committee to assist the Dade County Schools in the dissemination of information about the Quinmester Program to the community. The committee convened for five meetings to study the Quinmester Program in depth. On April 8, 1971, the committee voted to recommend to the Greater Miami Coalition, Board of Directors, that the implementation of the Quinmester Program in the Dade County Schools be fully supported by the Coalition and that procedures be established to publicize the Quinmester Program to the community at large.

The Public Information Program continues with additional telecasts and progress reports published at regular intervals throughout the school year. The public information and involvement campaign requires a continued emphasis since historically, extended school year programs have met with considerable public opposition due to a lack of cooperative planning between school personnel and the general community.

Fiscal Implications of the Quinmester Extended School Year Program

In the 1970-71 school year the Dade County quinmester developmental effort was funded with a $490,000 budget--$240,000 of which was provided by the State Department of Education through a legislative grant and

$250,000 of which was provided by the Dade County School Board.

The 1970 Summer Quinmester Program at three pilot schools was funded by the allocation of State Special Teacher Service Units. It is anticipated that a similar funding procedure will be used for the 1971 summer program at the five quinmester pilot schools.

Three separate funding requests were submitted to the State Department of Education during the 1970-71 school year;

1. A request to the State Department of Education for an extension of Minimum Foundation Program funding beyond the 180 day school year to support the 9-week quinmester pilot program at five (5) Dade County quinmester pilot schools during the summer of 1971.

2. A request to the State Department of Education for the allocation of $240,000 to be used for the continuing development of the Quinmester Program during the 1971-72 school year.

3. A request for an operational assistance grant of $382,625 for the operation of five (5) quinmester pilot schools during the summer of 1971.

The status of these three requests cannot be fully determined until the 1971 legislative session is completed. The request for the $240,000 developmental grant was included in the governor's budget while the $382,625 operational assistance grant was deleted from the governor's budget.

The implementation of an extended school year program can be approximated to increase the operating costs of the school system in direct proportion to the increase in the employment period of instructional personnel. The projected increase in the operational costs of the Dade County Schools operating under the Quinmester design is not expected to increase by 25% irrespective of the fact that the instructional period is being extended by 25%. This is due to the present Dade County employment policies which provide for the employment of senior high school principals, central office and district personnel and various support personnel for a 12-month period. The projected increase in the operating costs of quinmester schools for the fifth quinmester can be considered to be 19% or approximately $108.00 per pupil (See Chart III).

Present State Statutes permit the attendance of pupils in an extended school year program to be added to the attendance totals of the regular 10-month program. This procedure would provide the Dade County Schools with approximately $2.20 for each day a pupil is in attendance in a Quinmester Program. This fiscal support for the fifth quinmester program at the five pilot schools would permit a reduction in the local funding required for the operation of the summer Quinmester Program. The $2.20 per pupil would be available for use by the Dade County schools during the 1971-72 school year and is not limited to a salary expenditure.

To be eligible for this funding the Dade County schools are expected to operate during the summer, a program that is equal in academic value and intensity to the program that is operational during the regular 180 day school year.

The full-cost benefits available by the implementation of the Quinmester Program cannot be fully determined at this time. The increased budgeting allocations required for operational costs needs to be equated with the fiscal benefits that will be accrued by the school capacity increases gained as a result of rotating vacations and student acceleration. The educational concomitant of the improved curriculum and the projected decrease in the number of dropouts and failures also represent direct costs benefits which must be weighed against the increase in operating costs.

The schools that are starting their involvement in the quinmester program during the 1972 summer session are expected to continue the program through the 1972-73 school year and in the years ahead. The participation of these additional schools in the quinmester program is not expected to increase the operating budget of the school system, since a school functioning with four quinmesters during the regular 180 day program is not allocated any additional staff beyond the normal regular school year allocation.

It is on this basis that secondary schools have been encouraged to implement the quinmester curriculum and administrative organization during the 180 day program.

The adoption of the quinmester program by all of the secondary schools in Dade County will not necessitate the operation of all the schools during the summer (5th) quinmester. It is planned that each summer a sufficient number of quinmester schools will operate to accomodate between twenty percent and thirty percent of the total 180 day program secondary population. These summer

centers would be rotated so as to provide a summer quinmester center to different communities in each district on a rotating basis making maximum use of the available air conditioned school facilities.

As additional interest in the summer quinmester increases additional centers can be offered. This strategy will maintain a favorable balance between local expenditure for summer programming and the funds received from the state under the Minimum Foundation Program.

The majority of the new quinmester schools have participated in an intensive staff development program centered around the quinmester plan prior to their final commitment to the program. The staff development activities of the newly designated quinmester schools have included the following:

1. Visitation by staff members to the seven operating quinmester pilot schools.

2. Participation of the administrative staff in pilot school principal's meetings.

3. Participation of selected staff members in a quinmester workshop conducted by the Henry H. Filer Junior High School staff on November 29, 1971.

4. A review of the quinmester curriculum by the faculty and staff.

5. Participation in a meeting with staff members of the Division of Instruction to select an appropriate curriculum unique to the needs of the individual school from the Catalog of Authorized Instructional Courses for the Quinmester Program.

6. Attended a conference on the implementation of the quinmester program with parents, students, and community groups.

It is expected that the staff development program operating in quinmester schools will be an ongoing process, and that as the program continues, schools will develop the administrative techniques and additional curriculum support material that can be made available to other schools considering the adoption of the quinmester plan.

Several schools have indicated an interest in adopting quinmester curriculum and organization starting with the 1972-73 school year. This will simplify the articu-

lation process for those students who will be attending quinmester centers during the summer session, with the school program in their assigned schools for the 1972-73 school year. An intensive educational guidance and articulation program will be implemented prior to the summer session by all secondary schools to assure that each student attending a quinmester center will be able to enroll in classes that are needed for this individual program and that are compatible with the organization and program of his assigned school.

CURRICULUM IMPLICATIONS OF THE QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

The strategy of the Quinmester Extended School Year Program provides significant implications for curriculum improvement. The revisions necessary to implement this program of instruction enhances the opportunities for the Dade County Public Schools to further stimulate each student attending school through a study plan unique to his level of interests, capabilities and needs.

A program of nine-week, non-graded, non-sequential courses of instruction has been developed in each subject area of the curriculum. There is a broad range of courses, from the remedial to the highly sophisticated, making possible the development of a pupil program unique to each individual student. This type of curriculum structure provides each student with the opportunity to individualize his program by selecting from a large number of quinmester courses for learning experiences which will be of greatest interest and meaning to him while complying with the standards established by the state accreditation program and the Dade County School Board.

The Division of Instruction provided leadership and support to approximately 1,100 Dade County educators representing all work levels who developed the quinmester curriculum structure. Subject area advisory committees were established to develop courses titles and descriptions for each course of instruction to be developed within the discipline and to recommend guidelines for the implementation of the proposed curriculum structure to the staff of the Division of Instruction. Subject area consultants and teachers on special assignment conferred on the interdisciplinary aspect of many of the courses to make feasible a student taking a course in one subject area and being granted credit in another subject area when there was an interrelationship of concepts.

The titles and descriptions of 1,300 quinmester course offerings have been comprehensively reviewed by the Division of Instruction staff and, with the approval of the Administrative Cabinet and the Dade County School Board, represents the authorized courses of study for the Dade County Public Schools.

Each school participating in the pilot quinmester program has been asked to identify the courses of instruction which are appropriate for the pupil population served by the school. It is intended that as the program is further implemented, each school will select those courses from the master catalog of authorized courses which best suit its student needs, therefore, offering a catalog of courses unique to its own school population. IT IS NOT EXPECTED THAT EVERY SCHOOL OFFER EVERY COURSE. This type of structure provides for the great variety of school populations as well as the great variety that exists within each school population.

At this phase of quinmester curriculum development it is anticipated that approximately 960 courses of instruction are available to the quinmester pilot schools at the start of the 1972 summer (fifth) quinmester. Individual teachers and teams of teachers have been preparing the courses in each subject area according to priorities established by the schools. It is projected that by the summer of 1973 all courses listed in the master catalog will be available to any school within the Dade County Public School system interested in the implementation of the quinmester curriculum.

Since curriculum development is a continuing process, the teachers in the fields and the professionals who will be working with the program in their class situations, will play a great part in the continuous reviewing, evaluating and rewriting of the courses of instruction. Channels of communication are open between the subject area consultants and the classroom teachers and administrative personnel for the constant revision and updating such a program demands.

EVALUATION OF THE QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

An evaluation of the quinmester program was conducted by the Department of Program Evaluation of the Division of Instruction.

This evaluation considered the broad aspects of the quinmester program as a concept and the specific outcomes at five schools operating during the summer of 1971 under the quinmester plan. The results of the evaluation were

generally favorable. The results were based on information obtained from parents, students, teachers, principals, institutions of higher learning and the business community.

Attendance

The 1971 summer quinmester demonstrated that pupils can be voluntarily recruited for a full academic program during the summer. The rate of daily attendance was about nine percent below the regular school year. Principals reported the dropout rate to be less than five percent.

Academic Achievement

Although achievement testing was limited to reading and mathematics in one school, the results were highly favorable, with students gaining six-tenths of a year in mathematics and one and one-tenths years in reading during the summer quinmester.

General Reactions

The reactions of principals and students who participated in the summer quin were favorable or neutral by a large margin. A majority of students, parents, and teachers willing to express an opinion favored the quinmester over the conventional school, although many felt that they needed more information in order to decide which they preferred.

Business and industries were almost unanimously in favor of or neutral toward the quinmester program. The quinmester plan, which spreads school operations more evenly across the year, seems to fit in better with business operations in general.

Scheduling

The quinmester program offers the student a great deal of flexibility in scheduling courses. Conversely, the program creates special demands upon scheduling. Additional administrative work is required to insure the smooth operation of the scheduling process.

Curriculum

Among students, teachers and principals, the strongest point of the quinmester program was curriculum

revision. Reactions of all of these groups were highly favorable to the rearrangement of the curriculum into relatively self-contained nine-week periods. In the 1971 summer quin, students, parents and teachers all favored the greater choice of courses, the addition of new courses (e.g., ecology), the student's ability to continue or change courses after nine weeks, and the availability of the complete school program in the summer. Quin principals, however, felt that a student who attended four consecutive quinmesters should be allowed to attend a summer quinmester to take just one remedial course. Potentially, that option is open for all five quins.

Staffing

Since the entire curriculum is available in the summer quin, the need for specialized teachers for the summer quin is greater than for summer school under the conventional plan. This may create some staffing problems until the summer quin becomes regularly established and teaching vacations can be planned in relation to it. Generally, teachers favored the summer quinmester program in relation to their professional activities, with only three to eight percent feeling that the summer quin would be a disadvantage to teachers with respect to year-round employment, opportunities for further education, ability to hold student interest because of the more relevant curriculum, ability to hold student interest because of shorter course length, better use of teacher preparation and the possibility of a smaller number of students in school at one time.

Vacations

Extensive samplings of the business community indicate that the quinmester program presents a favorable solution to many of the problems that businesses usually have with the scheduling of employee vacations. Businesses and industries were favorable or neutral toward evenly spaced school vacations by a very large majority, the exceptions being those businesses that regularly close down operations in the summer for vacations or have seasonal peaks during the winter. The latter businesses employ about eleven percent of all employees represented by the sample.

Approximately one-third of the sample of students, parents, and teachers felt that a summer vacation was necessary, although about two-thirds preferred that time period. The survey did not take into account,

however, the fact that a two-week vacation period exists during the summer even with the operation of the quinmester program. A study of the second choices of vacation periods indicates that, discounting the preference for summer, vacations could be spread fairly evenly across the year, although the January-March period showed some weakness in terms of preference.

Student employment prior to graduation

More jobs are available to students during the year than during the summer vacation period. With the spreading out of the availability of students, the competition for jobs should be lessened through a closer matching of supply with demand. The majority of students are employed by supermarkets, department stores, and public utility companies as clerks, cashiers, bag boys, stock boys, and telephone operators. Most students are hired by large businesses rather than small businesses.

Early graduation

Early graduation was a surprisingly strong factor in support of the quinmester program. Early graduation would allow the potential dropout to complete his studies earlier, thus moving him into the job market at a speed more in agreement with his desires. It would also offer opportunity for the student who is going to college to complete his work earlier, thus lengthening his productive professional life by a year. There are also obvious administrative and economic advantages to the school system.

The initial survey indicated that one-third of all students would expect to attend all five quinmesters. This attitude was supported by parents. Most of the quin principals felt that the decision to accelerate graduation should not be left entirely to the student, but should depend upon proper counseling and the involvement of parent, teacher and principal.

Employment after graduation

About one-third of the sample of large businesses indicated that it considered applicants for employment at age sixteen. Employment of sixteen-year olds was under the same terms and conditions as the employment of older applicants. Allowing for legal restrictions, a much greater number of the companies indicated that they would consider the younger appli-

cants. (Seven of forty-three of the large businesses would not consider sixteen and seventeen-year olds under any circumstances.)

Early graduation and admission to college

In forty of forty-four schools for which data were available, age was not a consideration for admission. Maturity, however, was a criterion for admission in some cases. On the whole, the responses indicated that sixteen-year olds whould have no difficulty in obtaining admission to college given a reasonable amount of maturity and a satisfactory academic background.

Quinmester graduations five times per year

Practically all businesses felt that the staggered graduation sequence would facilitate or have no effect on hiring, since their need for employees was not tied to a particular time of the year. Only one of 41 large businesses and two of 336 small businesses felt that multiple graduation would impede the hiring process.

Entry into colleges and universities has traditionally been tied to June graduation. The quin most out of phase with existing college entrance practices is the quinmester ending January 20, where the student must wait four or more months to enter twenty-six of the forty-four schools in the sample. Under the regular program, however, it is not unusual for the student to wait from June until September to enter college following graduation from high school. The school which serves the largest number of Dade County student (currently 24,416) has indicated that it will be glad to work with the Dade County Public Schools in order to effect a smooth entrance into college following quinmester graduations.

In summary, the initial evaluation of the quinmester program is favorable. By all measures, it has the potential for making a substantial contribution to quality education through a more rational utilization of school resources. Although extensive education of parents and students concerning the advantages of year-round school may be necessary to insure full attendance at summer quins, the potential for success exists within the data that have been presented to this date. Problems of scheduling students in a more flexible manner must be solved, but the technology is available and the advantages are obvious. The initial success of the summer quin indicates that satisfactory planning has

occurred to this point and that expansion of the program should be considered.

Administrative Implications of the Quinmester Extended School Year Program

The changes in administrative procedures and practices need to be comprehensively reviewed as a school system changes from a regular ten-month, 180-day program to a quinmester extended school year program. The plant utilization and curriculum benefits that are concomitant to the quinmester design can only be realized as the program becomes administratively feasible and manageable.

In an effort to focus in on the administrator's concern relative to the quinmester program, the Division of Instruction organized a countryside Administrative Review and Sterring Committee. Composed of representative personnel from the county office, district offices, and schools, this committee was organized to study the administrative implications of the quinmester program.

In order to better study the varied countywide and school administrative problems and to identify necessary tasks to be completed, the countywide committee organized itself into smaller ad hoc groups and adopted the following guidelines for intensive study:

1. That the committees address themselves solely to the concerns unique to the quinmester program unless there were distinct areas of commonality found in the studies that would have significance for all schools in Dade County.

2. That since the program was in pilot status, county policy revisions be kept at a minimum unless a change in the present procedure was esential to the implementation of the pilot program.

COUNTY CONCERNS

1. Calendar

The quinmester calendar follows the regular county calendar closely observing the same holidays and vacation periods as the regular calendar and providing a 180 day instructional period for all students. The most notable change is the placing of teacher planning days, when students are not in school, at the end of the nine-week session. Many other schools in the county other

than pilot schools are presently on a nine-week reporting period and could avail themselves of the benefits of the quinmester calendar.

2. Personnel

In its present stage of implementation, the quinmester program requires no charges in the personnel policies and procedures that are presently operational. The following personnel procedures were studied in depth by the Administrative Review and Steering Committee: school staffing, assignments, staff utilization, recruitment, salary schedules, retirement, pension plans, sick leave procedures, sabbatical leaves. It was generally concluded that the present design of the Quinmester Extended School Year Plan could readily function within the framework of existing Dade County personnel policies and procedures.

3. Support Services

No changes are necessary at this time in the areas of transportation and food services. When the quinmester program becomes fully implemented, added transportation costs will accrue because of the extended period of service. School cafeterias will operate as they do during the regular 180 day school year. Custodians are on a twelve-month employment basis and will now have the option of taking vacation time throughout the year.

Routine maintenance will pose no greater problem in schools than it does at the present time. Major maintenance projects can be scheduled during vacation periods.

4. Accreditation

Requests for accreditation waviers for quinmester pilot schools have been made and granted by the State Department of Education. The accreditation waivers granted were:

> 9.823 (2) (a) - Course or Subjects Required. - A waiver is requested of this standard specifically in the requirement that 90 hours of physical education in grades seven and eight to be distributed over the entire school year. It is feasible that a pupil attending a quinmester school be involved in a physical education class for two quinmesters which would total ninety hours of instruction. This waiver, if granted, would permit

a pupil to enroll in physical education classes beyond the ninety-hour requirement or other elective programs offered in the school program. This request does not alter the ninety-hour requirement, but does compact it into two quinmesters, or ninety days, rather than the entire school year. A waiver of this standard is required for certain ten-hour day schools.

9.952 (2) - Summer Programs Credit Limit. - This waiver is requested to permit pupils attending quinmester schools to earn more than one (1) credit during a nine-week summer session.

9.952 (2) - Three Year Requirement for Graduation. - A waiver of this standard permits students to graduate in less than three years, grades 10-12, if they have fulfilled all other requirements for graduation.

SCHOOL CONCERNS

1. Scheduling

The Quinmester Extended School Year Program by its design requires that a school develop a master schedule each nine weeks, as opposed to developing a school schedule once during the year as is the practice in the present 180 day school program. The development of a master schedule each nine weeks would provide a maximum of flexibility to pupil programming and make available alternatives in course selections that would enhance considerably the individualization of instruction.

Due to lack of time, training and assistance available to school personnel regarding the scheduling process, it is impractical at this time to consider scheduling a school five times per year.

Alternatives to scheduling a school each quinmester have been proposed which tend to balance the degree of flexibility of student selections with the administrative burden of scheduling the school. They include:

(a) Scheduling two or more quinmesters at the same time. This approach would be similar to the procedure of linking two semester courses together (Psychology-Sociology) presently being used by some schools. This procedure would require a definite subject commitment by students beyond one quinmester.

(b) Scheduling on a college-type arrangement in which the school administration creates a year's schedule of classes (five quinmesters) in advance and students section themselves into the schedule each quinmester based on the student's desires and the subjects available in the quinmester schedule.
(c) A combination of procedures using components of the two alternatives previously described.

2. Student Records

The area of student records and accounting requires a significant amount of study for the implementation of the quinmester program.

Student attendance records need to be redesigned to be compatible with the 45-day quinmesters. This becomes increasingly significant with students opting out quinmesters which heretofore had been considered a portion of the regular 180 day school year.

The recording of the courses students take, their grades, and the completion of graduation requirements will necessitate a new procedure for educational planning and record keeping. The Central Data Processing Department is presently investigating a computer input-output system to facilitate the recording of student grades five times a year.

The investigation of areas of administrative needs must be considered an on-going activity. The experiences of the pilot schools during the 1971-72 school year will assist in the identification of the administrative areas that require additional study. Many of the administrative concerns of the pilot schools are being studied by the faculties and administrative staffs of the individual schools. Periodic meetings of the pilot school principals have served as a clearinghouse for newly developed procedures and school policies that are required for quinmester implementation.

CHAMPLAIN VALLEY UNION HIGH SCHOOL

MULTIPLE ACCESS CURRICULUM AND CALENDAR

The Champlain Valley Union High School is the regional school which serves the suburban - rural communities of Charlotte, Hinesburg, St. George, Shelburne, and Williston. They are located just south and east of Burlington, Vermont's largest city. Two of the towns border on Lake Champlain. The area covered by the high school district is about 126 square miles. The high school district has its own Board of School Directors and is an autonomous agency with respect to the five town districts, each of which has its own Board of School Directors. Four of the towns operate K- or 1-8 systems. C.V.U., with a building capacity of 750 students, opened in the fall of 1964 with an enrollment of about 460 in grades 9-12. Eight years later Champlain Valley anticipated about 1,000 students well over double the original enrollment.

The growth rate of the school district in 1962-63 indicated capacity enrollment in 1972. Because of expanded and new industries in the area, however, the capacity figure was exceeded during the 1967-68 school year. A 3-million dollar bond issue for the high school was twice defeated in the spring of 1968. This could have been due in part to major elementary building programs in all of the district communities. Many of the communities also considered the proposed addition to have numerous extravagances and frills. Four temporary classrooms were added in 1969 and again in 1970 pending a solution to the space problem.

The Board's Ad Hoc Committee, charged with finding a solution to the school's space problem, "discovered" the 45-15 Plan in the literature in June or early July of 1970. 45-15 was studied by the Committee because it seemed to meet the several criteria set by the Committee as necessary for any adequate long-range solution to the school's problem. It became apparent to the Committee that this particular calendar concept was not simply a space-saving device but also offered intensive possibilities and opportunities for program development. In August of 1970 a consultant was brought to C.V.U. to meet with the Committee, the Department Chairman, and the Board of School Directors. The Committee sensed significant differences in philosophy and operation between the several districts already in operation on the elementary level and C.V.U.'s own, but felt the concept of 45-15, as they would hope to implement it, was sound and indeed, quite desirable. It was

in this context that the Ad Hoc Committee reported to the Board in early September and requested the Board's permission to further study implementation of 45-15 at C.V.U. as a possible solution to their particular problem. The Board granted the Committee's request and allocated funds to enable the Committee to do this. At the same time, the Board asked that the Committee work to provide the community with information concerning the 45-15 concept and charged the administration to work toward developing the necessary skills, administrative and teaching, so that they would have a clear indication as to their ability to implement 45-15 before a Board decision on the matter. The Ad Hoc Committee was instructed to report back to the Board at its second meeting in November with a final recommendation regarding 45-15.

According to John Olsen, Principal of Champlain Valley Union High School, "Through the benefit of hindsight, we can much better appreciate the mammoth undertaking we had set for ourselves. There was no doubt in our minds that we possessed the ability to effectively implement the 45-15 program; time and extremely competent faculty have shown this to be true. What proved extremely difficult, however, was to convincingly explain to the public a concept, the details of which were still being worked out by the administration and faculty." In one instance, school bus transportation proved to be a minor problem. C.V.U. revised their initial plans for implementation midway through the series of community presentations because they had developed a better, more flexible, as well as more economical, solution. As similar situations occurred in curricular and instructional areas, it perhaps caused an upsetting effect, possibly creating a gap with the community.

One mistake, probably, was their insistence that the 45-15 calendar was simply a revision in calendar. The problem they experienced in this matter was one of interpretation and, likely, poor communication on their part. The point they were trying to make was that merely implementing a 45-15 calendar accomplished nothing in terms of program or curriculum. It was only with the adoption of a 45-15 calendar and the implementation of a highly desirable program, taking advantage of all of the new opportunities now available, that the 45-15 concept was truly an extremely desirable solution to their particular problem.

As the November deadline drew near, the Ad Hoc Committee met with the school administration and with the department chairmen to obtain their reactions to the 45-15 calendar and program, with particular emphasis on

the school's ability to achieve instruction with at least the present level of quality, and hopefully at a higher level. This was with only one exception. All of the administrators and department chairmen were in agreement that 45-15 was not only possible, but desirable from both the calendar and instructional point of view. The Committee also attempted to make an assessment of the reaction of the community to the proposal regarding 45-15. It seemed clear that most Board members were under the impression that community reaction was favorable to the proposal. This was a result of their conversations in the community, the reactions they received at the public meetings that they attended, and the like. The Committee tried to assess the response of the community in terms of a prepaid postcard which had been included in the pamphlet mailed out to the entire community earlier in the fall. At the time of tis assessment, about 100 returns had been received which represented about 5,500 registered voters. At this point and time the majority of the 100 were favorable to the proposal of 45-15. As the date for the Board meeting drew near, there was some indication of unhappiness and concern regarding the 45-15 proposal. This was brought to the forefront at a public meeting prior to the Board's regular meeting, and at the Board's meeting itself, when, in spite of the vote, the Board adopted the 45-15 calendar.

At this point the Board of School Directors anxious to encourage greater community expresssion, decided to hold a non-binding referendum on the 45-15 calendar. The Board indicated prior to the referendum that it would not feel bound by the results unless 51% or more of the electorate voted. As it happened, fewer than one-third voted, and of those, about three of every five persons voted against 45-15. The Board, feeling that only a small minority of the community was opposed to the 45-15, approved the calendar at its next meeting. It was this decision that provided the basis for the controversy which enveloped the school district for the remainder of the year. It was basically not a controversy over the merits of 45-15,but rather a determined opposition to the Board's action in the face of a negative vote, no matter how small.

The controversy itself is now history. Persons of different educational persuasions, including many who favored 45-15, banded together to protest the manner in which the calendar decision was made. A number of faculty members joined in this movement. Community meetings and newsletters, a number of petitions to the Board, letters to the Editor, and very well-attended and lively Board meetings characterized the spring of 1971.

Adding fuel to the controversy was the faculty situation. Public support for the program and public confirmation in the district's ability to implement a flexible 45-15 program were upheld by the majority of the school faculty because of concern over natural vs. forced attrition of staff, whether or not additional working days were to be paid for on a per-diem basis and the like. It was also a concern on behalf of some faculty members as to whether educational benefits would be derived from implementation of the calendar. The final straw was probably the matter of teacher contracts vs. letters of intent. The state's Attorney General had ruled that the Boards could not issue contracts until after the Annual Meeting of the school district, and in C.V.U.'s case, in May. The Board had pledged itself to natural attrition of faculty and issued letters of intent to the faculty, but with the growing controversy in the community the teachers feared that significant cuts would be made in the school budget at the Annual Meeting and that the Board would then have no choice but to eliminate positions. This was the final emotional issue of the controversy and effectively dealt the death blow to implementation of the 45-15 Plan for the 1971-72 school year. The final decision was made by the Board in May 1971, and it became apparent that the community would approve only a token budget if the decision to implement 45-15 was not recinded.

Following the reorganization meeting of the Board in July, 1971, the Board then increased from eight to twelve members as a result of one petition and community vote, the opportunity was provided for members of the community to participate with the school board members, administrators, faculty, and students in decisions of the problems facing C.V.U.

Beginning in late July, 1971, innumerable hours of effort were devoted to the school for a period of several months by the many persons serving on the numerous committees and sub-committees. During the spring, many individuals were either receiving or hurling abuse and yet there were clear signs of a common spirit from the beginning. It appeared that the crisis C.V.U. experienced had been the prelude to achieving the community unification and support for the high school that had been sought for so long. It was obvious that everyone serving on the committees, virtually without exception, was proud of the school and very jealous to safeguard its program and to further its potential.

The result of these community committees was a very excellent and extensive report to the Board. The following is a condensation of the goals for the school recommended by the committee:

1. Restructuring the curriculum, placing increasing responsibility on the learner and utilizing the community as a laboratory for learning.

2. Expanding the core facility, Champlain Valley High School to facilitate compensatory learning needs.

3. Promoting options which have objectives.

4. Providing a quality education for every student which would assure him of the following:

   An understanding of himself and his relation to society as a human being

   An understanding of all peoples of the earth, their cultures, ethnic background, social structure

   A mastery of the basic skills in use of words and numbers

   A positive attitude towards learning

   Development of responsible citizenship

   The ability to maintain physical and emotional health

   The encouragement to be creative and inventive; we must stop rewarding the analytical mind alone

   The ability to create social and physical environments capable of sustaining and promoting productive human life

   The understanding and appreciation of human achievement in the natural sciences, social sciences, humanities and arts

   The preparation for a world of rapid change and unforseeable demands

Certain themes, ideas, and proposals were evident and recurring in the reports of the community committees and in the recommendations of the faculty, students, and administration:

1. Need for options in programs, time schedule, teacher contracts, and calendar.

2. Need for flexibility in providing these options.

3. Need to provide adequate core facilities in Learning Resources, Industrial Arts, Physical Education, Student Commons, and other areas

4. The student and his needs must be the first consideration in any recommendation to be acted on.

5. Further development of present program goals is desirable and encouraged.

6. The traditional school year must be included in the provisions offered for options and flexibility.

7. Need for better community understanding of school program, curriculum, instructional methods, and operation.

8. Need to continue and expand active involvement of all segments of community in the affairs of the school district.

As a result of the administration meeting with these several groups, recommendations for the 1972-73 school year calendar, together with others for program, facilities, etc., were presented to the Board of School Directors at its meeting on November 23, 1971. The recommendations are as follows:

1. The requirement that each student be involved in "directed learning experiences" for 175 days each academic year, as at present.

2. The traditional school year be a basic part of the school calendar and an option to all students desiring that calendar.

3. The school operate on a year-round basis beginning in July, 1972, with the following stipulations:

a. the basic structure of nine-week quarters, as at present, be maintained for the time being.

b. a structure of staggered quarters, providing the desired flexibility for a DUO, acceleration, other program options, and times of attendance, be offered as options to students desiring such flexibility in calendar.

c. the arrangement of staggered quarters be offered as shown in the C.V.U. calendar.

d. the options for quarter selections number just over one hundred and twenty, inlcuding options for acceleration. Among the calendar options are:

Quarters 3,6,10,13 - Traditional school year
Quarters 1,4,7,10,13 - Accelerated school year
Quarters 4,7,10,13 - Shortened school year
Quarters 2,5,10,13 - One example of options possible

The following should be noted: Considerable attention must be given to the accurate and understandable explanation of the calendar options to students, their families, and the general public. It should also be noted that 233 days comprise the fiscal year 1972-73; 232 days for fiscal year 1973-74; 231 days for 1974-75; 234 days for 1975-76; 232 days for 1976-77.

4. The basic contract for faculty would be for 185 days, with addenda issued on an individual basis for additional and fewer days work, with the following stipulations:

a. salaries be paid on a per diem basis.

b. the final decision on teacher contract options be based on student enrollment, student program and course requests, and student calendar options elected.

These recommendations were accepted and approved by the Board. At its next meeting on December 8, 1971, the administration offered a further recommendation to eliminate five of the sixteen quarters in the 1972-73 school year

calendar. This modification was recommended as best serving "the interests of the students and the school district for the coming year because:

a. It will be a more acceptable introduction to the continuous school year for the community.

b. It will make cost forecasts easier to predict and more accurate.

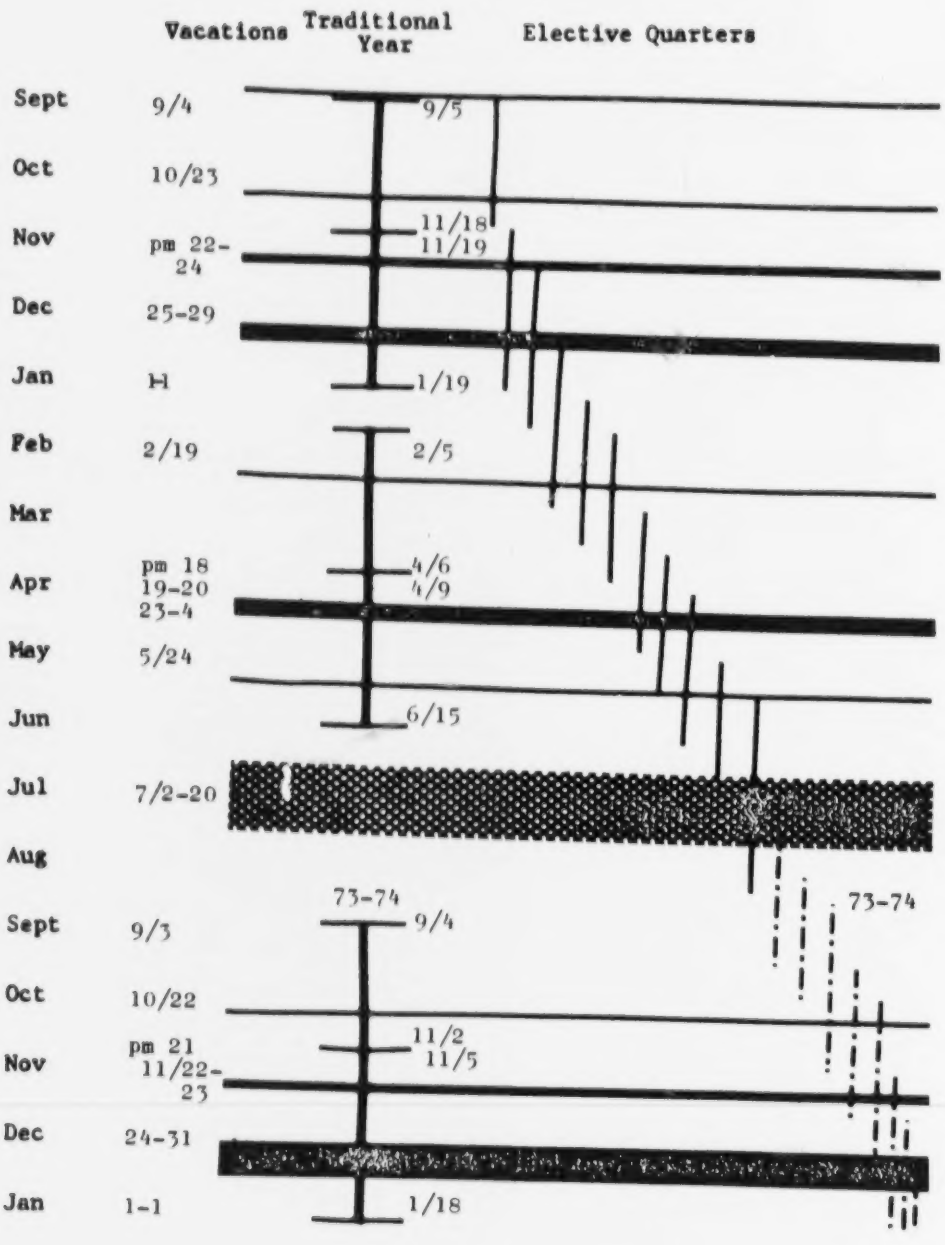
c. It eliminates the need for teachers to elect contract options for the coming summer.

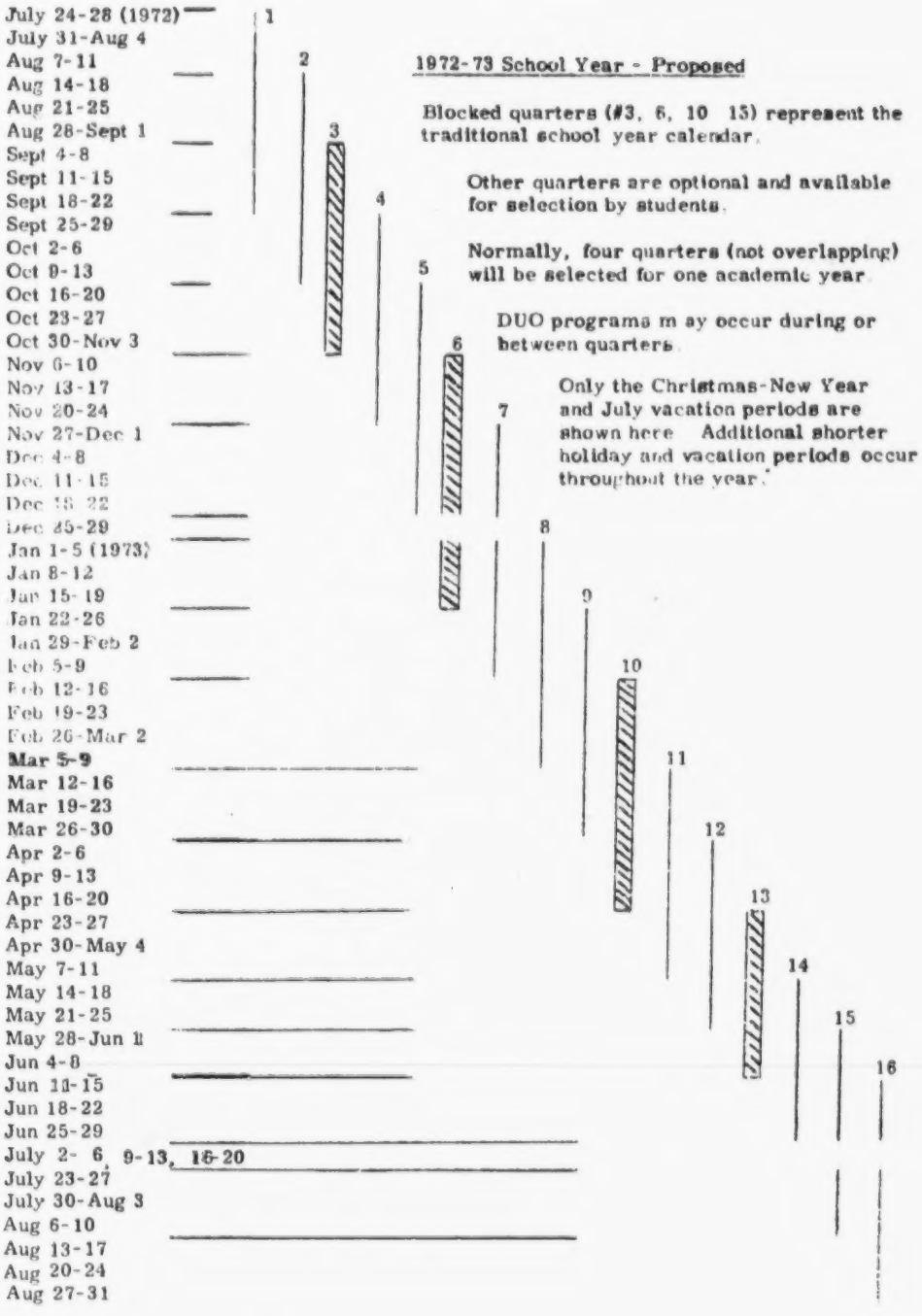
d. It provides for phasing into multiple quarters which will be advantageous during the first continuous school year operation.

The Board approved the modified calendar as recommended. The Champlain Valley Union High School has received many requests for further explanation of the calendar and program, but no adverse comments such as characterized in the 1970-71 school year appeared. The Annual Meeting of the high school district was not well-attended and the budget and other items were approved within an hour.

Champlain Valley Union High School commenced operating their mulitple access and curriculum calendar September 4, 1972.

72-73 Calendar





1972-73 School Year - Proposed

Blocked quarters (#3, 6, 10 13) represent the traditional school year calendar.

Other quarters are optional and available for selection by students.

Normally, four quarters (not overlapping) will be selected for one academic year.

DUO programs may occur during or between quarters.

Only the Christmas-New Year and July vacation periods are shown here. Additional shorter holiday and vacation periods occur throughout the year.

School districts within the State of Illinois, who may wish to study and/or operate under a year-round school calendar, should feel fortunate that the General Assembly of the State of Illinois, the Office of the Governor, have seen fit to provide the necessary flexible legislative provisions.

Since September 1968, when the Valley View School officials first approached the Illinois Office of the Superintendent of Public Instruction and presented the unique 45-15 Plan, six separate year-round school legislative acts have been introduced into two sessions of the Illinois General Assembly.

STATE AID

With the 45-15 Plan always calling for one-fourth of the students to be out of school at any one time, legislation was needed to provide school districts with their fair share of state aid. In the State of Illinois school districts are provided state aid based on average daily attendance. Consequently, House Bill 1525 was introduced into the 76th Session of the General Assembly and signed into law by the Governor August 18, 1969. The Y.R.S. portion of the bill which amended Section 18-8 of the Illinois School Code is as follows:

"If a school district operates a full year school under Section 10-19.1 of this act, the general proportionment to school districts shall be determined by the Superintendent of Public Instruction in accordance with this section as near as may be applicable."

Following enactment of this bill, the following memorandum was issued by the Office of the Superintendent of Public Instruction. It spells out how state aid would be calculated for school districts operating under a year-round school program.

I. General State Aid payments for any year will be computed on the following basis:

   1. The best six months' average daily attendance determined during the preceeding school year.

   2. The known assessed valuation of the school district in September of the previous year.

II. In case of a four track system, attendance shall be maintained for each track. In order to compute the average daily attendance for a month, the total days of attendance shall be divided by the number of days school was in session for that month. The average daily attendance for the best six months of the fiscal year will be the initial basis for the new State Aid computation. Inasmuch as approximately seventy-five percent of the pupils are in attendance at any time, the best six months' average daily attendance will be multiplied by four and divided by three to determine the district's weighted best six months of average daily attendance. The average daily attendance for pupils in grades 9-12 will be multiplied by 1.25 in the State Aid calculation.

III. Districts with a weighted average daily attendance of 20,000 or over will increase the weighted average daily attendance 7 percent in determining the State Aid density bonus; districts with weighted average daily attendance from 10,000 to 19,999 will increase the weighted average daily attendance 3½ percent in the State Aid density bonus, provided the district shall submit with its claim a plan for the use of the funds resulting from the application of this paragraph for the improvement of instruction according to rules and regulations established by the Superintendent of Public Instruction.

IV. General State Aid will be distributed to approved school districts in the following manner:

1. The first General State Aid payment will be vouchered to the State Auditor at a reasonable time following the final approval of the Common School Fund appropriation in an amount equal to approximately one-sixth of the district's General State Aid Claim entitlement for the current year.

2. Beginning September each year, General State aid payments will be made to approved districts in the State of Illinois; these payments shall reflect any prior reimbursement.

YRS ENABLING LEGISLATION #1

During the 76th Session of the Illinois General Assembly, House Bill 529 entitled "An Act to Amend Section 10-19.1 and 10.20.12 of the School Code" was introduced. This legislative act provided that with approval of the State Superintendent of Public Instruction, and approval by the local Board of Education, a school district may operate under an approved year-round school plan. This legislative act was necessary, due to the fact that the 45-15 Plan, a compulsory four-quarter plan, a compulsory quin-mester plan, or other forms of compulsory year-round school calendars would not be legal in the State of Illinois. This legislative act was passed by the General Assembly but subsequently vetoed by the Governor. The following is the Governor's veto message:

"I herewith return, without my approval, House Bill 529 entitled, "AN ACT to Amend Sections 10-19.1 and 10.20.12 of 'The School Code', approved March 18, 1961, as amended."

This bill provided for changes in the requirements under the full year school plan. Such changes were recommended for the purpose of encouraging further use of the full year school plan. However, during the legislative process, a non-germane amendment distorted the original intent of this bill.

This amendment removed the option of any school district to operate only one or more schools within the district on a full year school plan. The effect of this change is to require that implementation of a full year school plan must be on a district wide basis. This change is unfortunate in that it would inhibit experimentation with the full year school plan on a school-by-school basis in the large urban school districts which are most likely to find the need for and advantage in such a full year school plan.

For this reason I veto and withold my approval from House Bill 529."

It should be noted that the Governor's veto of House Bill 529 was well advised, due to the fact that in July of 1971, three schools of the Chicago Public Schools, Chicago, Illinois, piloted the 45-15 Program.

YRS ENABLING LEGISLATION # II

During the adjourned session of the 76th General Assembly, Senate Bill 1438 was introduced. The YRS section of Senate 1438 as it was introduced and passed is as follows:

AN ACT to amend Sections 10-19.1 and 10-20.12 of "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section1. Sections 10-19.1 and 10-20.12 of "The School Code", approved March 18, 1961, as amended, are amended to read as follows:

Sec. 10-19.1 Full year school ~~Three-calendar quarter~~ plan.) Any school district may, by resolution of its board, operate one or more schools within the district on a full year school plan ~~calendar of 12 months or 235 days of actual pupil attendance computable under Section 18-8~~ approved by the Superintendent of Public Instruction. Any board which operates under this Section shall devise a plan so that a student's required attendance in school shall be for a minimum term of 180 days of actual attendance, including not more than 4 institute days, during a 12 month period, but shall not exceed 185 days. Under such plan, ~~no student shall be required to attend class for more than 3 consecutive quarters and~~ no teacher shall be required to teach more than 185 days ~~3 consecutive quarters~~. ~~Any board which operates under this section shall devise a method of apportioning its students so that each grade affected thereby will have at all times an enrollment of approximately 75% of the students eligible to attend~~. A calendar of 180 days may be established with the approval of the Superintendent of Public Instruction.

Sec. 10-20.12 School year -- School age,) To establish and keep in operation in each year during a school term of at least the minimum length required by Section 10-19, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years, and to secure for all such persons the right and opportunity to an equal education in such schools; provided that children who will attain the age of 6 years by December 1 after the first day of a school term shall be entitled to attend

school upon the commencement of such term, and that in schools having mid-year promotions those children attaining the age of 6 years by May 1 after the first day of the second semester shall be entitled to attend school upon the commencement of such semester: ~~provided, further, that~~ In any school district operating on a full year school ~~quarterly~~ basis children who will attain age 6 within 30 days after the commencement of a ~~quarterly~~ term shall be entitled to attend school upon the commencement of such term. The school district may, by resolution of its board, allow for a full year school plan.

On June 29, 1970, the day before Valley View School District #96 commenced operating the 45-15 Program, Governor Richard B. Ogilvie came to the Valley View District and signed into law Senate Bill 1438.

YRS SPECIAL EDUCATION

Receiving its fair share of State re-imbursement for Special Education was also a problem for the Valley View Schools. In the State of Illinois portions of salaries of certain Special Education workers are re-imbursed by the State of Illinois. In the past, districts received $5,000 for each professional worker and for non-certificated employees one-half of the salary paid up to $2,000 per school term. State office representatives have always classified the school term as being from July 1 thru June 30th. Consequently, for every Special Ed employee who would work beyond 185 days, no additional state re-imbursement would be provided.

During the 1970-71 school year, Valley View School District #96 lost an estimated $14,955 in state aid. This was due to the fact that a number of Special Ed employees chose to work beyond 185 days. On April 14, 1971, Senate Bill 747 was introduced into the 77th Session of the General Assembly. The year-round school section of this bill provided for "An increase in re-imbursement for Special Education workers by 1/185 of the amount required to be paid for each day the school is operated in excess of 185 days, when such school is operated for a full year or when summer school is operated." Senate Bill 747 died in committee.

During the adjourned session of the 77th General Assembly, on April 19, 1972, House Bill 4328 was introduced. The year-round school section of this bill read as follows:

"When any school district eligible for re-imbursement under this section operates a school for a full year in accordance with Section 10-19.1 of this act such re-imbursement shall be increased by 1/185 of the amount or rate paid hereunder for each day such school is operated in excess of 185 days per calendar year."

On August 18, 1972, House Bill 4328 was signed into law by Governor Richard B. Ogilvie. During the 1971-72 school year, Valley View Elementary District #96 lost an estimated $22,515 in Special Ed re-imbursement.

YRS INCENTIVE LEGISLATION

In order to encourage interested school districts to systematically study the possible application of the twelve month school year in one or more of their attendance centers, and to provide state funds for transitional costs to those school districts that after completing a study decided to operate one or more attendance centers on a year-round school base, House Bill 4264 was introduced into the adjourned session of the 77th General Assembly. This bill became law on August 2, 1972 and is as follows:

AN ACT to add Sections 10-19.2 and 34-21.3 to "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 10-19.2 and 34-21.3 are added to "The School Code", approved March 18, 1961, as amended, the added Sections to read as follows:

Sec. 10-19.2. Full year feasibility study -- grant -- transitional expenditure reimbursement. Any school district, including special charter districts, may, by resolution of its board, file an application with the Office of the Superintendent of Public Instruction and, if approved, received funds for the purpose of conducting a study of the feasibility of operating one or more schools within the district on a full year school plan pursuant to Section 10-19.1. Such feasibility study shall include, but need not be limited to, the educational program, building and space needs, administrative and personnel costs, pupil distribution in the district, community, attitudes and transportation costs. The Board of Education

of any district which conducts a feasibility study pursuant to this Section shall submit a final report to the Office of the Superintendent of Public Instruction upon completion of the study or within one year after receipt of funds, whichever occurs first.

School districts seeking State financial support to conduct feasibility studies shall file applications with the Office of the Superintendent of Public Instruction on forms provided by the Office. The Superintendent may grant or deny applications, in whole or in part, and provide the funds necessary to implement approved applications, provided that the total amount of funds necessary to implement approved applications does not exceed the annual appropriation for that purpose.

If, based upon the results of a full year feasibility study, a school district determines that it will operate one or more schools within the district in accordance with Section 10-19.1, the Superintendent of Public Instruction may, pursuant to guidelines established by the Office, reimburse such district for expenditures resulting from making such transition, provided that no expenditure shall be reimbursed which would have been incurred by a school district in the absence of a changeover to a full year school program.

In the event any funds appropriated for transition reimbursement during any fiscal year are insufficient for that purpose, payment shall be made in the proportion that the total amount of such expenditures bears to the total amount of money available for payment.

Sec. 34-21.3. Full year feasibility study -- grant -- transitional expenditure reimbursement. The Board of Education may file an application with the Office of the Superintendent of Public Instruction and, if approved, receive funds for the purpose of conducting a study of the feasibility of operating one or more schools within the district on a full year school plan pursuant to Section 10-19.1. Such feasibility study shall include, but need not be limited to, the educational program, building and space needs, administrative and personnel costs, pupil distribution in the district, community attitudes, and transportation costs. The Board of Education which conducts a feasibility study pursuant to this Section shall submit a final report to the Office of the Superintendent of Public Instruction upon completion of the study or within one year after receipt of funds, whichever occurs first.

The Board of Education seeking State financial support to conduct feasibility studies shall file applications with the Office of the Superintendent of Public Instruction on forms provided by the Office. The Superintendent may grant or deny applications, in whole or in part, and provide the funds necessary to implement approved applications, provided that the total amount of funds necessary to implement approved applications does not exceed the annual appropriation for that purpose.

If, based upon the results of a full year feasibility study, the Board determines that it will operate one or more schools within the district in accordance with Section 10-19.1, the Superintendent of Public Instruction may, pursuant to guidelines established by the Office, reimburse the Board for expenditures resulting from making such transition, provided that no expenditures shall be reimbursed which would have been incurred by the Board in the absence of a changeover to a full year school program.

In the event any funds appropriated for transition reimbursement during any fiscal year are insufficient for that purpose, payment shall be made in the proportion that the total amount of such expenditures bears to the total amount of money available for payment.

ILLINOIS TEACHER RETIREMENT SYSTEM

A briefing meeting was held on December 15, 1971, in Springfield, Illinois with the Director of the Illinois Teachers' Retirement System, three members of his staff, and two administrators from the Valley View Public Schools.

The meeting reviewed the first year of operation of Valley View Elementary School District #96 under the 45-15 Plan. Possible problems in operation of the high school under the 45-15 Plan were discussed. Various aspects of the forth-coming unification of the elementary and the secondary school districts were considered.

The staff members of the Illinois Teacher Retirement System reported that the operation of the Valley View Public Schools under the 45-15 schedule did not pose any problems that were not worked out. Mr. Roy Baker, Director, noted that the retirement system reporting procedure is flexible enough to allow any other school districts to also operate under the 45-15 Plan. In comparing Valley View's 1970-1971 school year report with the reports submitted by other school districts in Illinois, it was noted that Valley View's 45-15 reporting was very accurate.

During the 1970-1971 school year Valley View utilized 25 different contractual arrangements with certified personnel.

ILLINOIS HIGH SCHOOL ASSOCIATION

In early 1971, Mr. Robert Grant, Assistant Superintendent of Public Instruction under Mr. Ray Page the former Superintendent of Public Instruction, met with board members of the Illinois High School Association. The purpose of the meeting was to discuss various aspects of 45-15 operation as it could pertain to eligibility of students participating in athletic, speech, and music activities.

The major question to be resolved was. "Would a secondary school operating a 45-15 Plan violate certain rules and regulations of the Association?" After several meetings with representatives of District #96, the high school principal and the athletic director of Lockport West High School ("Old District 205"), the Board of the Illinois High School Association ruled:

"That students may be eligible to participate during the fifteen day vacations provided they were eligible at the conclusion after the preceeding 45 day period. However, if an athlete is ineligible at the end of a 45 day period, he may not regain eligibility until he has re-established fifteen hours of passing work following his vacation. All practices during this fifteen day period must be the kind and frequency which would be held if the student were attending school."

Consequently it has now been determined that operation of a high school according to the 45-15 Plan does not conflict in any way with the rules and regulations of the Illinois High School Association.

45-15 SURVEYS

The 45-15 Continuous School Year Plan is scheduled to be implemented at Romeoville High School (presently District #211) in mid-summer of 1972. The date discussed in this report were gathered in the fall of 1971 as base line information prior to the actual experience of year-round schooling at the high school.

Four separate questionnaires were prepared for and answered by 1) the school board members of Districts #96 and #211, 2) the high school staff at Romeoville High, 3) parents in the communities of Romeoville and Bolingbrook, 4) principals in the State of Illinois.

These four groups responded in sufficient numbers for proper evaluation of their representative opinion. Statistical analysis was made for each set of questionnaires utilizing the Chi^2 test. When the Chi^2 statistic exceeded the five percent level of significance (two-tailed test) the information was usually included in the report.

Since each questionnaire was tailored for its specific group of individuals, the entire corpus of information gathered could not be conveniently correlated. Informal cross-referencing was done, however.

Opposition to the 45-15 Plan at the high school, if any, will be generated by the parents of Romeoville and Bolingbrook. Therefore, how they respond to the Plan will be continually and sensitively monitored. At the present time a majority of the parents are willing to accept the 45-15 Plan, but what concerns them most about the Plan is how it will affect their family life. At least eighty-five percent recognize, in any case, that it is a system of scheduling students to relieve extreme overcrowding in the classroom.

The school boards for District #96 and #211 are divided in their upper-most concerns about the impact of the 45-15 Plan. District #96 is concerned first of all about the impact on the community; District #211 is concerned first of all about the impact on the educational system itself: student development, school personnel, administrative costs, etc. In the most general terms, this may mean that eventually, if the community is discontent, the school board for District #211 will probably realign its priorities to favor community disposition.

Sixty per cent of the high school faculty favored the 45-15 Plan. Their opinions of what problems will arise and with what urgency were widely diversified. However, they agreed on the need for in-service training under the 45-15 Plan. Naturally, they are most concerned about the impact of the 45-15 Plan on their careers: the stress of teaching year-round, adjusting to new methods of teaching and course scheduling, etc.

The principals surveyed were most concerned about what problems would arise in the two general areas of curriculum and varsity sports. Perhaps by the very limitations of the questionnaire itself they confined their thoughts to administrative procedures, without considering the impact of year-round schooling on families within each of their districts. Peripherally, they did acknowledge the hardship imposed on family vacation schedules by a varsity sports program of year-round practices and meets.

BOARDS OF EDUCATION SURVEYS

In December of 1971, a "Checklist of Priority Concerns" was mailed to the school board members of District #96 (elementary-junior high) and to the board members of District #211 (high school). The Checklist was composed of single statements numbered from one to thirty-nine (shown on pp. 70,72), and was intended to elicit from the board members of the Valley View Public Schools their opinion of the relative importance of "many kinds of information that could be collected about changes (produced by year-round schooling)--changes so essential that (in the opinion of the school board members) some local district funds should be used to obtain the information, if no other way could be found to carry out the evaluation."

Although Districts #96 and #211 probably will be combined as one district governed by a single school board when the high school begins year-round schooling (mid-summer, 1972), they were yet independent boards when the Checklist was sent out. That they were responding as independent boards is reflected somewhat in their differing sense of priorities. However, the elementary-junior high school board is only partially separate from the high school board because three members of the elementary board also occupy three seats on the high school board. The contrast in priorities can be attributed, therefore, to at least two facts other than completely separate membership. First, the elementary school board would identify priorities from the perspective of having experienced year-round schooling in their district for close to seventeen months, whereas the high school board could only speculate with educated guesses about the effects of year-round schooling at the high school level. Second, the priorities checked-off by the high school board would naturally have to contrast with those checked by the elementary - junior high school board to the extent of grade level differences.

The school boards for Districts #96 and #211 are made up of seven members each. While all seven members on the elementary board returned their Checklist, six of the seven high school board members returned theirs. Chart I on pp. 70 and 72 displays the ranking of priorities as determined by the number of board members on each board in agreement on any one point. From the evidence of these returns one can see both the agreement and discrepancy in concerns between the two school boards. For example, three of the five areas of highest priority specified by the elementary-junior high school board were considered of relatively low importance by the high school board:

a) Achievement test scores by drop-out prone and highly gifted children.

b) Kinds of families moving into and out of the community.

c) Size of classes, and variations in size.

That is to say, whereas the elementary school board felt that these particular areas deserved close monitoring and evaluation for changes which might indicate that year-round schooling affected the areas differently than would the traditional nine-month school year, the high school board, on the other hand, felt the same areas would be of little or no consequence and changes minimal or unimportant. And whereas the high school board ranked "kinds and amounts of further training chosen by teachers and administrators" as a high priority concern, the elementary-junior high school board gave it scant attention. The one concern of highest priority for both school boards, "Career interests of students", indicates by consensus that the ultimate educational stimulus of year-round schooling should be watched closely and perhaps measured against the effects of the traditional nine-month school year.

As mentioned above, the elementary board was responding to the Checklist of Priority Concerns from the vantage point of the school board which has experienced year-round schooling for over a year. It is to be inferred, therefore, that they are specifying priorities which have already become practical issues in the school system. Thus, when the elementary-junior high school board indicates by general (five out of seven) agreement that 1) the attitudes of teachers and students in the summertime, and 2) the achievement of drop-out prone and highly gifted children are of highest priority, they may be voicing concern over two issues which in their respective opinions have become or are threatening to become major changes (or problems). The same might be said of community flux, class size, and career interests of students, which rate only slightly lower as priorities.

Although the 45-15 Continuous School Year Plan was conceived of as a way to mitigate the crisis of over-crowded classrooms, the current elementary and junior high school student population has risen to a level today to strain even the added space generated by the 45-15 Plan. Though the elementary school board members are well aware of the threat of over-crowding and rank "class room size" as a majority priority, only one member of the high school board, by contrast, checked "class size" as a priority concern. This may reveal that the high school board, recognizing that the 45-15 Plan could not finally solve

over-crowding, would rather study other effects produced as the direct result of year-round schooling.

If the issues raised in the "Checklist of Priority Concerns" are grouped together--assigned to general categories--a more comprehensible pattern of priorities emerges. Referring to Chart II on pp. 73 and 74 , the categorization of priorities shows that there are approximately an equal number of issues in the first four categories though the last category has a smaller number. Relating these categories to the manner in which the two school boards ranked their priorities (Chart III, pp. 75), several comparisons are made to stand clear. First, in the highest priority grouping for School District #96 Board we see that four of the five priorities are concerned with the student and the community, and only one with school personnel. Four of the six priorities selected by the School District #211 Board for highest priority are concerned, on the other hand, with school personnel and administrative costs.

In the second highest priority grouping the District #96 Board is again more concerned about student and family adjustment to year-round schooling than about school personnel. The high school board at this priority level, also, is more concerned with family and student adjustment to year-round schooling--all six priorities bear this out.

In the third highest priority grouping the District #96 Board remains consistent, concerning themselves by more than half of the issues singled out with family and student adjustment to the 45-15 Plan. At this level of priority the high school board, too, is more concerned about family and student adjustment than school personnel and cost factors.

Overall, then, it appears as if the elementary-junior high school board thinks first of the student and parent adjustment to year-round schooling at all priority levles. The high school board, perhaps considerate of the more specialized staff of teachers on the high school faculty and aware of tricky curricular adjustments to be made in the transition, showed more concern at the highest priority level with how the school system itself would be affected and changed by the 45-15 Plan.

Finally, it might be pointed out that both of the school boards indicated something about their pirority concerns by way of those items on the Checklist left unheeded. Chart IV, page 79 lists those items which were checked by no one on either board, by one member out of the fourteen comprising both boards, or by one member from each board. There is little surprise that those items of Part I were left unchecked; they are for the most part not

entirely reflective of changes wrought by the 45-15 Plan, or as in the case of #36--"Costs of instructional materials" --hardly likely to become a major problem in the switch to year-round schooling. The second group of items contains a small surprise, in that one of these could possibly become a point of controversy, legitimately reflecting the impact of the 45-15 Plan. Item #1--"Number, length, and types of vacations that families take each year"--is a serious issue to some families resentful of having the three months of summer vacation taken away from them. Another part of this report deals more precisely with this point.

In 1969 before the Valley View School District began their 45-15 Plan for grades K-8, one study involved the priority concerns of the board members of District #96. The table on the following page makes a comparison between their priorities in 1969 and their priorities in 1971.

TOP NINETEEN PRIORITY CONCERNS FOR BOARD # 96

Item:	Number of Members checking item in: 1969	1971
#18--Summer month attitudes of students and teachers, including amounts of absenteeism....	2	5
#39--Achievement test scores by drop-out prone and highly gifted children	2	5
#31--Size of classes, and variations in size	1	4
#28--Career interests of students	-	4
#10--Kinds of families moving into and out of the community	2	4
#4--Recreation and amusement programs in the community	2	3
#5--Absenteeism, truancy, and juvenile delinquency	2	3
#17--What students do during vacation periods	0	3
#19--Industries attracted to the school district	3	3
#20--Attitudes of parents toward the schools, based on interviews	1	3
#21--Student achievement tests	0	3
#22--Changes in teacher characteristics such as sex, age, and background ..	2	3
#26--New instructional techniques used by teachers	2	3
#30--Cost of total program (per student) as compared to state-wide figures for various kinds of districts	2	3
#7--Attitudes of students toward school, based on self-reports	0	2
# 8--Costs of building maintenance and major repairs	2	2
#14--Kinds and amounts of further training chosen by teachers and administrators	1	2
#23--Parent involvement in school activities	-	2
#27--Trust of parents in the work of the teachers	-	2

CHART I

Concerns of Highest Priority

District #96--Elementary--Junior High	District #211--High School
#10--Kinds of families moving into and out of the community.....4*	# 5--Absenteeism, truancy, and juvenile delinquency.....4
#18--Summer month attitudes of students & teachers, including amounts of absenteeism.....5	#14--Kinds and amounts of further training chosen by teachers and administrators.....4
#28--Career insterests of students 4	#22--Changes in teacher characteristics, such as age, sex and background 4
#31--Size of classes, and variations in size.....4	#26--New instructional techniques used by teachers.....4
#39--Achievement test scores by drop-out prone and highly gifted children.....5	#28--Career interests of students.4
	#30--Cost of total program (per student) as compared to the state-wide figures for various kinds of districts.....4

*Denotes number of board members who check this item

District #96--Elementary--
Junior High

District #211--High School

Second Highest Priority

4--Recreation & amusement programs in the community.....3
5--Absenteeism, truancy, and juvenile delinquency.....3
#17--What students do during vacation periods.....3
#19--Industries attracted to the school district.....3
#20--Attitudes of parents toward the schools, based on interviews.....3
#21--Student achievement tests...3
#22--Changes in teacher characteristics, such as sex, age, and background.....3
#26--New instructional techniques used by teachers.....3
#30--Cost of total program(per student) as compared to state-wide figures for various kinds of districts..3

7--Attitudes of students toward school, based on self-reports (e.g., questionnaire. 3
#18--Summer month attitudes of students and teachers, including amounts of absenteeism.....3
#19--Industries attracted to the school district.....3
#20--Attitudes of parents toward the schools, based on interviews.....3
#21--Student achievement tests....3
#27--Trust of parents in the work of the teachers.....3

District #96--Elementary--Junior High

District #211--High School

Third Highest Priority

7--Attitudes of students toward school, based on self-reports (e.g., questionnaires).....2*
8--Costs of building maintenance and major repairs.....2
#14--Kinds and amounts of further training chosen by teachers and administrators.....2
#23--Parent involvement in school activities.....2
#27--Trust of parents in the work of the teachers.....2
#29--Willingness of taxpayers to provide financial support to the schools.....2
#33--Costs of teacher substitutes, classroom aides, and other supportive personnel services.....2
#35--Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) and commitment to solve them.....2

2--Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.....2
4--Recreation & amusement programs in the community.....2
6--Behavior of teachers (e.g., irritableness, emotional outbursts, fairness, etc.) based on judgements of students.....2
#10--Kinds of families moving into and out of the community.....2
#23--Parent involvement in school activities.....2
#29--Willingness of taxpayers to provide financial support to the schools.....2
#33--Costs of teacher substitutes, classroom aides, and other supportive personnel services...2
#35--Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) and commitment to solve them....2
#38--Use of cumulative folders and other information on students by teachers and others.....2
#39--Achievement test scores by drop-out prone and highly gifted children.....2

*Denotes number of board members who check this item

CHART II

TOPICAL ASSIGNMENT OF ITEMS LISTED IN CHECKLIST OF CONCERNS

I. Community Behavior and Disposition in Response to Year-Round Schooling:

1. Number, length, and types of vacations that families take each year.
4. Recreation and amusement programs in the community.
9. Community church programs.
10. Kinds of families moving into and out of the communities.
11. Kinds of work and amount of time worked by mothers.
17. What students do during vacation periods.
19. Industries attracted to the school district.
20. Attitudes of parents toward the schools, based on interviews.
23. Parent involvement in school activities.
27. Trust of parents in the work of the teachers.
29. Willingness of taxpayers to provide financial support to the schools.
37.* Friendships among children and among families.

II. Student Attitude and Development under Year-Round Schooling:

5. Absenteeism, truancy, and juvenile delinquency.
7. Attitudes of students toward school, based on self-reports (e.g., questionnaires).
13. Loneliness felt by children during vacations.
15. Friends chosen by students.
18.* Summer month attitudes of students and teachers, including amounts of absenteeism.
21. Student achievement tests.
28. Career interests of students.
35. Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) and commitment to solve them.
37.* Friendships among children and among families.
39. Achievement test scores by drop-out prone and highly gifted children.

* Denotes those items shared by two topical groups.

III. School Personnel (Teachers, Administrators, Board Members) Attitude Toward Year-Round School:

2.* Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.
3. Average number of days each teacher works during one calendar year.
6. Behavior of teachers (e.g., irritableness, emotional outbursts, fairness, etc.) based on judgements of students.
14. Kinds and amounts of further training chosen by teachers and administrators.
18.* Summer month attitudes of students and teachers, including amounts of absenteeism.
22. Changes in teacher characteristics, such as sex, age, and background.
24. Teacher demands as expressed in teacher-school board negotiations.
32. Characteristics of the school administrators and school board members (length of service, sex, occupation. etc.).

IV. Costs of Year-Round Schooling to School District:

2.* Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.
8. Costs of building maintenance and major repairs.
12. Cost per child for teachers and other personnel.
16. Cost of school transportation and air conditioning.
25. Costs of building construction.
30. Cost of total program (per student) as compared to state-wide figures for various kinds of districts.
33. Costs of teacher substitutes, classroom aides, and other supportive personnel services.
36. Costs of instructional materials and equipment.

V. New Policies Formulated by School in Response to Year-Round Schooling:

31. Size of classes, and variations in size.
34. Student-Teacher-Parent conferences.
36. Cost of instructional materials and equipment.
38. Use of cumulative folders and other information on students by teachers and others.

* Denotes those items shared by two topical groups.

CHART III

District #96--Elementary--Junior High

District #211--High School

Section A: Highest Priority

I. Community Behavior & Disposition:
   A. Family adjustment as made by parents & child - #10 Kinds of families moving into and out of the community.

II. Student Attitudes & Development:
   A. Child's adjustment to school year-round
      #18--Summer month attitudes of students & teachers, including amounts of absenteeism.
      #28--Career interests of students.
      #39--Achievement test scores by drop-out prone and highly gifted children.

V. New School Policies Generated by Year-Round Schooling:
   A. School personnel adjustment
      #3--Average number of days each teacher works during one calendar year.

II. Student Attitudes & Development.
   A. Child's adjustment to year-round schooling
      # 5--Absenteeism, truancy, and juvenile delinquency
      #28--Career interests of students.

III. School Personnel--Teachers, Administrators, Board Members:
   A. Personnel adjustments to year-round schooling
      #14--Kinds and amounts of further training chosen by teachers & administrators.
      #22--Changes in teacher characteristics, such as sex, age, and background
      #26--New instructional techniques used by teachers.

IV. Costs of Year-Round Schooling to School District:
   A. Cost adjustments generated by 45-15 Plan
      #30--Cost of total program (per student) as compared to state-wide figures for various kinds of districts.

Section B: Second Highest Priority

I. Community Behavior & Disposition:
   A. Family adjustment as made by parents & children.
      # 4--Recreation & amusement programs in the community.
      #17--What students do during vacation periods.
      #19--Industries attracted to the school district.
      #20--Attitudes of parents towards the schools, based on interviews.

II. Students' Attitudes & Development:
   A. Child's adjustment to school year-round.
      # 5--Absenteeism,truancy, and juvenile delinquency
      #21--Student achievement tests.

III. School Personnel--Teachers, admin., board members:
   A. Personnel adjustment to year-round schooling.
      #22--changes in teacher characteristics, such as sex, age, and background.
      #26--New instructional techniques used by teachers.

IV. Cost of Year-Round Schooling to District:
   A. School adjustment & accomodation
      #30--Cost of total program (per student)as compared to statewide figures for various kinds of districts.

I. Community Behavior & Disposition:
   A. Family adjustments to year-round schooling.
      #19--Industries attracted to the school district
      #20--Attitudes of parents toward the schools based on interviews.
      #27--Trust of parents in the work of the teachers.

II. Student Attitudes & Development:
   A. Child's adjustment to year-round schooling.
      # 7--Attitudes of students toward school, based on self-reports (e.g., questionnaires.)
      #18--Summer month attitudes of students and teachers, including amounts of absenteeism.
      #21--Student achievement tests.

Section C: Third Highest Priority

I. Community Behavior & Disposition:
   A. Family adjustment as made by parents & child.
      #23--Parent involvement in school activities.
      #27--Trust of parents in the work of the teachers.
      #29--Willingness of taxpayers to provide financial support to the schools.

II. Student Attitudes & Development:
   A. Child adjustment to year-round schooling.
      # 7--Attitudes of students toward school, based on self-reports (e.g., questionnaires).

III. School Personnel-Teachers, Admin., School Board Members Attitude:
   A. School personnel adjustment to year-round school.
      #14--Kinds and amounts of further training chosen by teachers & administrators.

IV. Costs of Year-Round Schooling to the School District:
   A. School adjustment & accomodation.
      #33--Costs of teacher substitutes, classroom aides, and other supportive personnel services.

I. Community Behavior and Disposition:
   A. Family adjustment to year-round school made by parent & child.
      #14--Kinds & amounts of further training chosen by teachers & administrators.
      #10--Kinds of families moving into & out of the community.
      #23--Parent invlovement in school activities.
      #29--Willingness of taxpayers to provide financial support to the schools.

II. Student Attitudes & Development:
   A. Child's adjustment to year-round schooling.
      #35--Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) & commitment to solve them.

III. School Personnel--Teachers, Admin, School Board Members Attitude:
   A. School personnel adjustment to year-round school.
      # 6--Behavior of teachers (e.g., irritableness, emotional outbursts, fairness, etc.), based on judgements of students

#38--Use of cumulative folders & other information on students by teachers and others.

IV. Costs of Year-Round Schooling to the School District:

A. School adjustment and accomodation.

2--Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.

#33--Costs of teacher substitutes, classroom aides, and other supportive personnel services.

CHART IV

I. Items Checked by No One from Either School Board:

9--Community church programs.
#13--Loneliness felt by children during vacations.
#15--Friends chosen by students.
#36--Costs of instructional materials and equipment.
#37--Friendships among children and among families.

II. Items Checked by One Board Member From One of the Two Boards:

1--Number, length, and types of vacations that families take each year.
#16--Cost of school transportation and air conditioning.
#24--Teacher demands as expressed in teacher-school board negotiations.
#25--Costs of building construction.

III. Items Checked by One Member From Each of the Two Boards:

3--Average number of days each teacher works during one calendar year.
#11--Kinds of work and amount of time worked by mothers.
#12--Cost per child for teachers and other personnel.
#32--Characteristics of the school administrators and school board members (length of service, sex, occupation, etc.)

COMMUNITY SURVEY

Romeoville & Bolingbrook, Illinois

Parents' reaction to year-round schooling at the high school level was gotten in the latter part of 1971, three-quarters of a year in advance of the time when District #211 was scheduled to begin the 45-15 Plan. Surveyed were a random sampling of one hundred parents whose children had at least two years to go before high school graduation--parents of children in grades nine, ten, and eleven. Seventy parents were residents of Romeoville (1971 pop., 15,536) and thirty were residents of Bolingbrook (1971 pop., 8,504). These two communities comprise nearly ninety-five per cent of all families with students enrolled in Romeoville High School. The questionnaire used (shown on page 87) is tallied in three ways: 1) the tabulation of responses by all one hundred parents, 2) the tabulation of responses by Romeoville parents, 3) the tabulation of responses by Bolingbrook parents.

The questionnaire broached four broad areas of discussion on year-round schooling at the high school level: 1) parents' feelings about the present (pre-year-round) state of the high school, 2) parents' opinion of what reasoning had led to 45-15 planning for the high school, 3) their feelings about the 45-15 Plan for grades nine through twelve, 4) their opinion of what impact on the community and in the high school year-round schooling would have. But the general lines of opinion are sufficiently represented as they fall in two strands: those favoring year-round schooling for Romeoville High and those opposing it. Question #4--What is your reaction to the 45-15 Plan for the high school--gave the flat numerical summation: a majority of parents (52%) favored the plan. A parent's reaction to any one question in the survey was predictably related to his or her opinion of the 45-15 Plan.

Question #2--Do you have children enrolled in District #96 elementary or junior high school--revealed that only sixteen parents had had no direct experience with year-round schooling. Eighty-four per cent of the parents (eighty-four parents) had experienced the impact of the 45-15 Plan on family life and their children's education through the elementary-junior high school system, which had converted to year-round schooling in the summer of 1970. It was not the case, however, that parents who had direct experience with the 45-15 Plan tended, as a group,

to be either supportive or non-supportive of the Plan. But it could be determined that their feelings toward year-round schooling were more polarized in either direction than their neighbors who had had no contact with the Plan.

Three in every four parents rated the 45-15 Plan overall (K-12) as average to excellent. About the 45-15 Plan at the high school, a bare majority of parents (52%) expressed a mild to highly favorable reaction. These two facts point out that while the large percentage of parents think well of the Plan for grades one through twelve, a diminishing number consider it to be a good idea for the high school. From this, one might assume that when rating the overall impact of the 45-15 Plan those parents who had experienced it at the elementary and junior high levels tended predominantly to associate their practical experience with their rating. The grade school 45-15 Plan for the most part has gained wide parental support. However, most parents have identical or nearly identical reactions to the 45-15 Plan at both the elementary-junior high level and at the high school level.

From responses to Question #25--How many years have you lived in this community--parents could be divided into groups according to their length of residence in either Romeoville or Bolingbrook. On this basis it could be determined whether, if at all, length of residence had any effect on the answers given in the questionnaire. The table below shows the number of parents per years of their residence.

YEARS IN COMMUNITY:	1yr.	2yrs.	3yrs.	4yrs.	5yrs.	6-10yrs.	11+yrs.
NUMBER OF PARENTS:	18	10	8	6	3	29	25

When length of residency was correlated with the other questions, in only two instances did a significant relationship arise. First, with Question #7--The benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation--parents of two, three, and four years residency marked the specific benefit of "children being easier to put up with during four short vacations rather than one long vacation" at a frequency higher than to be expected had they chosen any of the five advantages at random. Giving balance to this enthusiasm, parents of six to ten years residency marked this particular advantage at a relatively low frequency.

Second, of the seven parents who added their own comments to Question #13--What do you think were the major reasons for the school board adopting the 45-15 Plan for the high school--four had resided in their community for

ten or more years, one had been a resident for six to ten years, and the seventh did not specify his length of residency. At a guess, it might be posited that there is a significant relationship between length of residency and knowledgeability of year-round schooling, such that most of those willing to specify reasons out of their own head for implementation of the 45-15 Plan at the high school would be residents of relatively long duration in the district. However, length of residency, if it does automatically breed greater familiarity with the year-round schooling concept, does not to any appreciable degree affect parents' opinion of the 45-15 Plan.

The relationship between who was responding to the survey (Question #23--are you 'Father','Mother', 'Both', 'Other') and how he responded to each question had almost as little significance as years of residence in the community. The majority of parents answering the questionnaire were mothers (54%) unaided by their husbands or any other member of the family. Three in every four parents said "no" to the question of "Do any of your family strongly disagree with you about the worth of the 45-15 Plan?" (Question #12). Of the thirteen respondents classifying themselves as "Other", three felt their opinion would be disputed by a member(s) of their family; eight of the mothers felt their opinion would be disputed. On the other hand, none of the fathers thought their opinion would be disputed, and only two of those husbands and wives filling out the questionnaire together felt that someone in their family would strongly disagree with their opinion of the worth of the 45-15 Plan. Perhaps it is significant that mothers, who accounted for the majority of questionnaires completed and returned also accounted for the largest percentage of those who felt some member of the family would strongly disagree with their opinion of the 45-15 Plan, for it would mean that about fifteen per cent of the time among the mothers opinion was non-representative of the entire family.

There were several areas where internal family disagreement was of particular significance. On the question of whether the 45-15 Plan would affect the family vacation pattern, seventy per cent of the fathers indicated the Plan would adversely affect their vacation; sixty-five per cent of the mothers thought the Plan would benefit the vacation pattern. But of those parents who sat down together to answer the questionnaire, sixty-five per cent agreed that the 45-15 Plan would adversely affect their vacation pattern. This group, by inference, may suggest that the fathers' opinions of what effect the Plan would have on the family vacation shcedule were paramount within each family. A significant number of mothers followed-up their opinion by pointing out in the next question, #17

the advantage of the family being able to take a vacation during any season of the year when the 45-15 Plan was in operation. By contrast to the fifty-seven per cent of mothers who pointed that out, only twenty per cent of the fathers thought of it as an advantage.

When parents conferred jointly about their opinion of a unit district for #96 and #211, an unexpectedly large number (40%) disapproved the merger. Of those parents who expressed their opinions independently, the number disapproving the merger sank to ten per cent among the fathers and eleven per cent among the mothers. Whether this would indicate a tendency for negative feelings in husband and wife to reinforce themselves when both partners put their thoughts together, or whether their combined opinion is in fact the more analytical point of view is, of course, a moot point.

On the subject of the construction of a new high school, fifty per cent of the fathers who completed the questionnaire without the aid of their spouse disapproved the additional building, whereas only twenty-four per cent of the mothers disapproved a new building. But seventy-five per cent of the parents who filled out the questionnaire together had approved the new building.

Generally, the number of years parents had lived in their community, and whether they were mother, father, or some other member of the family had small bearing on the course of community opinion. Parents from the two communities informed their broadest perspective of year-round schooling from the basic issues of how they felt about 1) 45-15 planning at the high school, 2) the 45-15 Plan overall.

Parents' rating of the 45-15 Plan overall is the common denominator in their rating of the 45-15 Plan at the high school, double sessions at the high school, and the high school itself. How they felt about the 45-15 Plan overall was directly related, with varying degrees of equivalence, to how they felt about the other three issues. As was mentioned earlier, the highest incidence of similarity occurred when opinions of the 45-15 Plan overall were matched with opinions of the 45-15 Plan for the high school. And although a high rating of the 45-15 Plan overall in most cases meant a high rating for the high school, a high rating (or low) for the 45-15 Plan at the high school did not correspond with an equal rating for the high school. This resonates with the earlier finding that some parents enthusiastic about the Plan overall are less willing to express enthusiasm for it at grades nine through twelve.

Although parents do not equate their feelings for the 45-15 Plan at the high school with their feelings for the high school, they do, by and large, equate their feelings about double sessions with their feelings for the high school. And even when a significant relationship occurred between how parents felt about double sessions and how they felt about year-round schooling for the high school, the relationship did not produce an obvious direction. That is, there was a tendency for those who strongly approved double sessions to strongly disapprove the 45-15 Plan for the high school, but on the other hand those who strongly disapproved double sessions were evenly split between highly favoring the 45-15 Plan for the high school and feeling highly favorable about its imminence. To confound matters further, those who mildly approved double sessions had a tendency to mildly approve the 45-15 Plan.

Possibly, strong approval of double sessions was a vote against the 45-15 Plan at the high school as much as approval for double sessions, while mild approval for double sessions did not totally exclude an ambivalent mild approval of year-round schooling for the high school. Just as some parents like the high school because of its double sessions, others dislike it for that reason and look forward to the innovation of the 45-15 Plan, and still others will be content with whatever measures are deemed necessary by the administration and school board in their efforts to solve over-crowding.

Parents who rated the high school good to excellent constituted the majority of those who identified reasons for the adoption of the 45-15 Plan at the high school. Parents who rated the 45-15 Plan at the high school as a good idea likewise constituted the majority of those who identified reasons for the adoption of the 45-15 Plan at the high school. A willingness to identify reasons for the adoption of the 45-15 Plan coupled with a high rating of the high school and of the 45-15 Plan at the high school might imply that those who like the high school like it because of its innovative character relative to year-round schooling.

In the main, opinions of the 45-15 Plan intermixed with opinions of the high school when parents anticipated the impact of the 45-15 Plan on family life: parents' opinion of the Plan became more polarized and their opinion of the high school subsequently was colored by their opinion of the 45-15 Plan. Anticipating the impact of the 45-15 Plan on the educational system of the high school however, did not significantly color parents' opinion of the Plan. Only seven per cent of the parents who checked seasonal vacationing (resulting from implementation of the 45-15 Plan) as an advantage over

summer vacations rated the high school as 'poor'; the other high school ratings ranged from average (44%) to good (39%) to excellent (5%). Those thirty-four parents claiming that they will (or have) spent more money from the family budget because of year-round schooling (for clothing, spending money, baby sitting, food, etc.) were more often than not those who rated the high school poorly. Conversely, those fifty-four parents claiming that no change would occur in the family budget because of the 45-15 Plan were predominantly those who rated the high school average or better.

Given the condition that "If achievement tests show that students learned more under the 45-15 Plan, but no money was saved, would you then support the Plan", twenty-three parents opposed such a concession, of whom ninety percent staunchly opposed the 45-15 Plan in the first place. Of the same twenty-three parents, only thirty per cent had rated the high school as poor to very poor, another illustration that opinion of the 45-15 Plan is not necessarily linked to opinion of the high school in the way double sessions are.

Seventeen parents said they would vote higher taxes if that meant the 45-15 Plan could be avoided at the high school. Forty-one per cent of them had rated the high school as poor or very poor; eighty-eight per cent had been mildly to highly unfavorable of the 45-15 Plan at the high school. Again, the larger percentage of parents opposing year-round schooling opposed it at the high school specifically. Just over half of the seventeen who would vote higher taxes to avoid the Plan at the high school rated the 45-15 Plan overall as poor to very poor.

A significant percentage of those willing to vote higher taxes to avoid the Plan at the high school felt the Plan would adversely affect their childrens' chances for employment (part-time), whereas none of those who thought the Plan would in fact benefit their childrens' employment opportunities said they would vote higher taxes to avoid the Plan. Of the forty-nine parents who did not know one way or the other about the effects of year-round schooling on their childrens' employment, only four felt that they would actually vote for higher taxes to avoid the 45-15 Plan at the high school. Only one respondent thought there would be no effect on employment from year-round at the high school.

Between the two communities answering the questionnaire, Romeoville and Bolingbrook, there was not much variation in opinions on each question. Bolingbrook parents were, as a group, more willing to approve the construction of a new high school building, and were more willing to approve the merger of Districts #96 and #211. This may be due to

the geographical locations of the two communities. Bolingbrook, being farther away from the Romeoville High School, would rather have the new high school constructed in their immediate area than have their children bused several miles to the old high school in Romeoville.

The parents in Bolingbrook gave proportionately more credence to the single factor of over-crowding as the reason for adoption of the 45-15 Plan at the high school. Twenty-three per cent of the parents in Bolingbrook said that they could think of something which might 'change their (present) opinion of the 45-15 Plan'; only five per cent of the parents in Romeoville had said this. In actually specifying what would change their opinion, the Bolingbrook parents were no more vocal than the Romeoville parents. Nine parents from both communities said their opinion was subject to change on various conditions, such as 1) if juniors and seniors at the high school could be kept on the traditional nine month system, or if the 45-15 Plan were limited to grades K-8; 2) if less money in the family could be spent under the 45-15 Plan; 3) if tracks per family exceeded one (if there were more than one track per family they would definitely be against it, or if they were assured there would be only one track per family they would be for it); 4) if double shifts (sessions) were eliminated under the Plan; 5) if varsity sports were not disrupted by the 45-15 Plan.

SUMMARY:

The way parents felt about the 45-15 Plan for the high school varied among them to the extent that, while the majority favored the concept of year-round schooling, one only knew for sure that it was partially due to the good experience they had in their contact with the 45-15 Plan for the elementary and junior high schools. It could not be affirmed that dislike of double sessions at the high school convinced parents to favor the alternative of year-round schooling. Those who dislike the high school apparently dislike it for more than the existence of double sessions, and therefore are not entirely desirous of the 45-15 Plan in every case. Those parents who felt that their children were strongly opposed to the 45-15 Plan at the high school (eighteen), were about seventy per cent opposed to the Plan; those who felt their children were opposed to the 45-15 Plan overall were only about fifty percent opposed to the 45-15 Plan overall; and less than half of those who felt their children did not support the Plan either way (overall or at the high school alone) would have voted higher taxes to avoid it. Consequently, it appears that parents listened most closely to their children when making up their minds about the 45-15 Plan for the high school.

QUESTIONNAIRE

Tabulation for Romeoville and Bolingbrook:

Community Survey Form For Continuous-Year High School Operation.

1. Do you have children enrolled in District 211 high school this year?

   99 yes 1 no

2. Do you have children enrolled in District 96 elementary or junior high school this year?

   84 yes 16 no

3. Do you approve of double sessions at the high school?

   11 Strongly approve 24 Mildly approve

   9 Indifferent 23 Mildly disapprove

   31 Strongly disapprove

4. What is your reaction to the 45-15 Plan for District 211?

   30 Highly favorable 22 Mildly favorable

   4 Indifferent 14 Mildly unfavorable

   29 Highly unfavorable

5. Do you feel the 45-15 Plan at the high school will affect your child's chances for employment?

   38 Adverse effect 9 Helpful effect

   49 Don't know 1 No effect

6. Did (will) the 45-15 Plan affect your vacation pattern?

   45 yes 43 no 11 don't know

7. The benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation are (will be): Check as many as are true.

67 (1) Children do not forget as much during a three week vacation period.
40 (2) Children are more ready to go back to school.
19 (3) Children are more involved with winter sports such as skating and skiing.
43 (4) Family can take vacation during any season of the year.
37 (5) Children are easier to put up with during four short vacations rather than one long vacation.
11 (6) Other: See subsequent page
12 See subsequent page

8. Has (will) the 45-15 Plan caused any change in your household budget for items such as clothing, spending money, baby sitting, or food?

34 (1) Spent more money
2 (2) Spent less money
54 (3) No changes
1 (4) Other: _____
8 (5) Don't know yet

9. Please list any short-comings or problems presented by the 45-15 Plan which you have heard of, and which you think should be solved before you would support the plan.

47 people responded - See subsequent page for breakdown

10. Can you think of anything that might change your present opinion of the 45-15 Plan?

11 yes 87 no

11. If Yes on #10, what might be the reason?

11 people responded - see subsequent page for breakdown

12. Do any of your family strongly disagree with you about the worth of the 45-15 Plan?

14 yes 75 no 8 don't know

13. What do you think were the major reasons for the School Board adopting the 45-15 Plan for the high school?

49 (1) Save building costs.

11 (2) Save instructional costs.

10 (3) Save administrative costs.

2 (4) Save heating costs.

26 (5) Improve instruction.

16 (6) Raise yearly salaries of teachers who will work 12 months.

8 (7) Bring more men teachers into the school district.

8 (8) Help families to have vacations in all seasons of the year.

85 (9) Over-crowded classrooms.

7 (10) Other: _____

14. Do you read most of the news articles on the 45-15 Plan?

83 yes 15 no

15. If achievement tests show that students learned more under the 45-15 Plan, but no money was saved, would you then support the Plan?

70 yes 23 no

16. Do you know how your child feels towards the 45-15 Plan?

__18__ Strong support
__51__ Indifferent
__11__ Don't know
__18__ Do not support

17. Does how your child feel toward 45-15 influence your opinion of the plan?

__32__ yes
__66__ no

18. What do you feel will be the most serious problems that will need to be solved for the new High School District?

__16__ Transportation
__11__ Lunch program
__18__ Varsity Sports Program
__37__ Double shifts
__22__ Subject offering available
__33__ Student employment
__49__ Over-crowded classrooms
__29__ Student drop-outs
__16__ School policies
__31__ Student discipline
__31__ Finances
__25__ Student absenteeism

19. Would you vote for higher taxes to avoid the 45-15 Plan?

__17__ yes
__78__ no

20. What <u>overall</u> rating would you give to the high school?

__8__ excellent
__45__ average
__8__ very poor
__28__ good
__6__ poor

21. Do you approve of a unit district for Districts 96 and 211?

__59__ approve
__20__ disapprove
__4__ don't know

22. Do you approve of the building of an additional high school in District 211?

64 approve 27 disapprove 2 don't know

23. Who are you?

10 Father 54 Mother 20 Both Mother, Father

13 Other

24. What is your overall rating of the 45-15 Plan?

19 excellent 23 average 13 very poor

33 good 7 poor ___ no opinion

25. How many years have you lived in this community?

18 1 year 10 2 years 8 3 years

6 4 years 3 5 years 29 6-10 years

25 11 or more years

Categorization of Non-structured Responses on 45-15 High School Survey:

#7. The Benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation are (will be):

6-Other: 11 PEOPLE RESPONDING

a) absentee rate diminished
b) easier to make doctor/dental appointments
c) family expenses spread over entire year
d) teacher switching beneficial to child
e) cut down on vandalism
f) period of exposure to communicable disease shortened
g) younger children have older brothers, sisters for help-mates

****

h) no benefits/bad effects: 12 people used this space to voice complaints.

#9. Short-comings or problems presented by the 45-15 Plan which you have heard of, and which you think should be solved before you would support the plan:

a) student employment hindered - bad for high school in particular: stated by 11 people.
b) more money spent by family, hardship on working mothers: baby sitting, seasonal clothes for summer; friendships broken up: stated by 3 people
c) teenage vice encouraged: discipline, absenteeism, drop-outs, drugs, etc.: stated by 4 people
d) operational factors impede learning experience: teacher changes, start-up/shut-down period, anxiety in children, transient teachers: stated by 10 people
e) family vacations harder to arrange, family life generally disrupted: stated by 3 people
f) 45-15 should be a means, not permanent: stated by 1 person
g) 15 day vacation period not long enough period for child self-development and activity: stated by 2 people.

****

h) 13 people gave the following shortcomings: (Problems which will, in fact, not materialize)

--one track per family necessary, one plan necessary for high school and elementary

--extra-curricular and curricular shouldn't be curtailed or abandoned: sports, graduation exercises, gifted program

--transportation

#11. Would anything change your present opinion of the 45-15 Plan? If so what might that be:

a) if junior and seniors at high school were on traditional 9 month, or if limited to grade schools: stated by 3 people
b) if less money in family could be spent: stated by 2 people
c) if one track per family, if more than one track per family - elimination of double shifts -- full sports participation: stated by 6 people

QUESTIONNAIRE

Tabulation for Romeoville:

Community Survey Form For Continuous-Year High School Operation.

1. Do you have children enrolled in District 211 High School this year?

   70 yes ____ no

2. Do you have children enrolled in District 96 Elementary or Junior High School this year?

   57 yes 13 no

3. Do you approve of double sessions at the high school?

   10 Strongly approve 18 Mildly approve

   7 Indifferent 16 Mildly disapprove

   18 Strongly disapprove

4. What is your reaction to the 45-15 Plan for District 211?

   17 Highly favorable 15 Mildly favorable

   4 Indifferent 10 Mildly unfavorable

   23 Highly unfavorable

5. Do you feel the 45-15 Plan at the high school will effect your child's chances for employment?

   29 Adverse effect 5 Helpful effect

   33 Don't Know 1 No effect

6. Did (will) the 45-15 Plan effect your vacation pattern?

   33 yes 28 no 8 don't know

7. The benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation are (will be): Check as many as are true.

21 (1) Children do not forget as much during a three week vacation period.
25 (2) Children are more ready to go back to school.
11 (3) Children are more involved with winter sports such as skating and skiing.
26 (4) Family can take vacation during any season of the year.
24 (5) Children are easier to put up with during four short vacations rather than one long vacation.
3 (6) Other: See subsequent page

8 See subsequent page

8. Has (will) the 45-15 Plan caused any change in your household budget for items such as clothing, spending money, baby sitting, or food?

26 (1) Spent more money

0 (2) Spent less money

39 (3) No changes

0 (4) Other: _____

4 (5) Don't Know yet

9. Please list any short-comings or problems presented by the 45-15 Plan which you have heard of, and which you think should be solved before you would support the plan.

See subsequent page

_____

10. Can you think of anything that might change your opinion of the 45-15 Plan?

4 yes 64 no

11. If Yes on #10, what might be the reason?

See subsequent page

12. Do any of your family strongly disagree with you about the worth of the 45-15 Plan?

7 yes 54 no 6 don't know

13. What do you think were the major reasons for the School Board adopting the 45-15 Plan for the high school?

32 (1) Save building costs.

7 (2) Save instructional costs.

6 (3) Save administrative costs.

0 (4) Save heating costs.

15 (5) Improve instruction.

13 (6) Raise yearly salaries of teachers who will work 12 months.

6 (7) Bring more men teachers into the school district

5 (8) Help families to have vacations in all seasons of the year.

56 (9) Over-crowded classrooms.

5 (10) Other: _____

14. Do you read most of the news articles on the 45-15 Plan?

55 yes 14 no

15. If achievement tests show that students learned more under the 45-15 Plan, but no money saved, would you then support the Plan?

48 yes 17 no

16. Do you know how your child feels towards the 45-15 Plan?

11 Strong support — 41 Indifferent

5 Don't Know — 11 Do not support

17. Does how your child feel toward 45-15 influence your opinion of the plan?

22 yes — 47 no

18. What do you feel will be the most serious problem that will need to be solved for the new High School District?

9 Transportation — 5 Lunch program

11 Varsity Sports Program — 22 Double shifts

17 Subject offering available — 25 Student employment

30 Over-crowded classrooms — 18 Student drop-outs

12 School policies — 21 Student discipline

21 Finances — 17 Student absenteeism

19. Would you vote for higher taxes to avoid the 45-15 Plan?

11 yes — 56 no

20. What overall rating would you give to the high school?

5 excellent — 27 average — 5 very poor

24 good — 5 poor

21. Do you approve of a unit district for Districts 96 and 211?

41 approve — 17 disapprove

22. Do you approve of the building of an additional high school in District 211?

37 approve 25 disapprove 2 don't know

23. Who are you?

8 Father 36 Mother 16 Both Mother, Father

8 Other

24. What is your overall rating of the 45-15 Plan?

9 excellent 18 average 9 very poor

25 good 6 poor 1 no opinion

25. How many years have you lived in this community?

8 1 year 7 2 years 4 3 years

5 4 years 3 5 years 17 6-10 years

25 11 or more years

QUESTIONNAIRE

Tabulation for Bolingbrook:

Community Survey Form For Continuous-Year High School Operation.

1. Do you have children enrolled in District 211 High School this year?

   29 yes 1 no

2. Do you have children enrolled in District 96 Elementary or Junior High School this year?

   27 yes 3 no

3. Do you approve of double sessions at the high school?

   1 Strongly approve 6 Mildly approve

   2 Indifferent 7 Mildly disapprove

   13 Strongly disapprove

4. What is your reaction to the 45-15 Plan for District 211?

   13 Highly favorable 7 Mildly favorable

   0 Indifferent 4 Mildly unfavorable

   6 Highly unfavorable

5. Do you feel the 45-15 Plan at the high school will effect your child's chances for employment?

   9 Adverse effect 4 Helpful effect

   16 Don't know 0 No effect

6. Did (will) the 45-15 Plan effect your vacation pattern?

   12 yes 15 no 3 don't know

7. The benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation are (will be): Check as many as are true.

23 (1) Children do not forget as much during a three week vacation period.
15 (2) Children are more ready to go back to school.
8 (3) Children are more involved with winter sports such as skating and skiing.
17 (4) Family can take vacation during any season of the year.
13 (5) Children are easier to put up with during four short vacations rather than one long vacation.
9 (6) Other: See subsequent page

4 See subsequent page

8. Has (will) the 45-15 Plan caused any change in your household budget for items such as clothing, spending money, baby sitting, or food?

8 (1) Spent more money

2 (2) Spent less money

15 (3) No changes

1 (4) Other: _____

4 (5) Don't know yet

9. Please list any short-comings or problems presented by the 45-15 Plan which you have heard of, and which you think should be solved before you would support the plan.

See subsequent page

_____

10. Can you think of anything that might change your present opinion of the 45-15 Plan?

7 yes 23 no

11. If Yes on #10, what might be the reason?

See subsequent page

12. Do any of your family strongly disagree with you about the worth of the 45-15 Plan?

7 yes 21 no 2 don't know

13. What do you think were the major reasons for the School Board adopting the 45-15 Plan for the high school?

17 (1) Save building costs.

4 (2) Save instructional costs.

4 (3) Save administrative costs.

2 (4) Save heating costs.

11 (5) Improve instruction.

3 (6) Raise yearly salaries of teachers who will work 12 months.

2 (7) Bring more men teachers into the school district.

3 (8) Help families to have vacations in all seasons of the year.

29 (9) Over-crowded classrooms.

2 (10) Other: _____

14. Do you read most of the news articles on the 45-15 Plan?

28 yes 2 no

15. If achievement tests show that students learned more under the 45-15 Plan, but no money was saved, would you then support the Plan?

22 yes 6 no

16. Do you know how your child feels towards the 45-15 Plan?

7 Strong support — 10 Indifferent

6 Don't know — 7 Do not support

17. Does how your child feel toward 45-15 influence your opinion of the plan?

10 yes — 19 no

18. What do you feel will be the most serious problems that will need to be solved for the new High School District?

7 Transportation — 6 Lunch program

7 Varsity Sports Program — 15 Double shifts

5 Subject offering available — 8 Student employment

19 Over-crowded classrooms — 11 Student drop-outs

4 School policies — 10 Student discipline

10 Finances — 8 Student absenteeism

19. Would you vote for higher taxes to avoid the 45-15 Plan?

6 yes — 22 no

20. What overall rating would you give to the high school?

3 excellent — 18 average — 3 very poor

4 good — 1 poor

21. Do you approve of a unit district for Districts 96 and 211?

18 approve — 3 disapprove

22. Do you approve of the building of an additional high school in District ?11?

27 approve 2 disapprove ___ don't know

23. Who are you?

2 Father 18 Mother 4 Both Mother, Father

5 Other

24. What is your overall rating of the 45-15 Plan?

10 excellent 5 average 4 very poor

8 good 1 poor 1 no opinion

25. How many years have you lived in this community?

10 1 year 3 2 years 4 3 years

1 4 years 0 5 years 12 6-10 years

___ 11 or more years

HIGH SCHOOL STAFF SURVEY

The High School Staff Questionnaire was delivered to 110 certificated high school personnel (excluding district administrators) in the early part of the 1971-72 school year, at a time when year-round schooling for grades nine through twelve had become increasingly likely for Romeoville High School, District #211, Will County, Illinois. This questionnaire was the first formalized study of faculty opinion. That ninety-six per cent (106 out of 110) of the faculty completed and returned their questionnaires was prima-facie evidence that there was no lack of concern among them on the issue of year-round schooling.

In breaking down the information collected by the questionnaire, the last three questions (11, 12, 13) were correlated individually with every other question. When Question #11--asking if the respondent were male or female --was correlated with Question #1--reaction to 45-15 planning for the high school--the initial direction of a particular trend became apparent. The correlation showed that there was a distinct contrast between the reaction of men and the reaction of women. The men tended to favor the Plan outright (70%), while the women were more hesitant --sixty percent had <u>mixed</u> reactions to the 45-15 Plan. The Chi^2 statistic was larger than the five per cent level of significance, thus indicating that the high number of male faculty members favoring the 45-15 Plan and the high number of female faculty members having a mixed reaction to it was very likely due to more than chance alone. None of the respondents gave flat disapproval to the idea of year-round schooling.

This trend, in which men and women separated into respective cells of opinion, surfaced again when Question #11 was correlated with Question #3--contract preference under the 45-15 Plan. Whereas over half of the men indicated a desire for the 244-day (full year) contract, approximately the same percentage of women (57%) desired the 180-day contract (comparable to the traditional nine-month year). When Question #11 was correlated with Question #10--asking about the necessity for in-service training under the 45-15 Plan--men as compared to women were decisively less inclined to acknowledge such a need, although the over-riding feeling of both sexes was that in-service training would be a good idea.

In Question #2, where the faculty elaborated their reasons for their reaction to 45-15 planning, eight classifications of answers were voiced (pp. 107). These were further corroboration that men regarded the 45-15

Plan in a manner differently from women. Highlighting the differences was the per cent of men (12%) who claimed their mixed reaction to the 45-15 Plan was due to a partial or confused understanding of it, and the per cent of women (34%) who claimed their mixed reaction was due to a partial or confused understanding of the Plan.

The implication from the evidence of these correlations is that the male faculty members, at the time of the questionnaire, were, on the whole, less apprehensive than women about the idea of year-round schooling. Question #7 --"to date my understanding of the 45-15 Plan is"--showed that fifty-seven per cent of the men claimed to have a good excellent understanding of the 45-15 Plan while sixty-three per cent of the women admitted having a fair to poor understanding. Men on the high school faculty looked to be more self-confident than women, in the fall of 1971, on the matter of switching to year-round schooling.

Additional findings bolster this conclusion. The seven major problems to be solved under the 45-15 Plan (raised in Question #4) concern a larger percentage of women than men in each case excepting two. Women outnumbered men in their concern for teaching contracts, salary, teaching load, curriculum adjustments, attitudes (of teachers), and 'other' problems, which altogether may be the reflection of the larger percentage of women indicating a fair to poor understanding of the 45-15 Plan. (Also, not to be overlooked but not factually substantiated, there is the informal opinion that the more knowledgeable one is about problems related to the 45-15 Plan the less apprehensive he will be about these seven problems.) The two instances in which men outnumber women in their concern are fatigue and morale. In keeping with their desire for the full-year contract under the 45-15 Plan, men especially would anticipate the effects of fatigue. Morale, in reference to what the teacher himself will feel, is thus perhaps a subsidiary of fatigue generated by a 244-day contract. The chart on page shows the percentages of men and women concerned about each issue.

Perhaps the final test of any fundamental difference between the attitudes of men and women on the high school faculty will be the number of teacher resignations at the commencement of the 45-15 Plan. Question #5--asking if the teacher will look elsewhere for a job when the high school goes to year-round schooling--gives a hint of the degree to which men and women comparatively look forward with confidence to the 45-15 Plan. Thrity per cent of the women said they would take a 'wait and see' attitude before committing themselves to accepting the Plan, while

only nineteen per cent of the men said the same thing.

A hypothetical conclusion might be drawn from all of this. As the primary source of family income, men would be especially willing to work year-round in their profession, feeling self-confident that, physically, they could handle a full-year's teaching contract. Women teachers, as the secondary source of family income (in most cases), may be less anxious to seek a full-year's contract if only to have larger portions of time to relax and to care for their family. Perhaps the male faculty members, if they can be taken at their word, have made it their business to become better acquainted with the 45-15 Plan since they foresee the benefit, financially, of working the year-round contract, and in the process of familiarizing themselves have come a farther distance to fully accepting the Plan than have the women faculty members.

The Chi^2 statistic showed that the relationship between a teacher's age and the way he answered the questionnaire was insignificant except for two examples. When giving reasons for their reaction to 45-15 planning (#2), a relatively large percentage of teachers aged twenty to twenty-four felt that the 45-15 Plan would increase student learning potential: the vacation schedule would keep student spirits high and students would find it easier to remember from session to session. And, in the second case, when giving reasons for their reaction to the 45-15 Plan, a relatively large number of teachers aged twenty-five to twenty-nine indicated they favored the 45-15 Plan because it seemed to be feasible, relevant, and well-received at the elementary-junior high level.

Years of experience in the teaching profession mattered even less as to how the respondent answered the questionnaire. On one point only did the differences in years of teaching produce a significant variation in responses. Two of the seven faculty who had taught for sixteen to twenty years felt pessimistic about the Plan for unspecified reasons. Thus they accounted for forty per cent of all who felt similarly, which in any case is negligible.

I. Categorization of answers to #2
Reasons for favoring 45-15 plan:

(A) Better use of tangible resources - staff facilities, equipment - on a year round basis: year round teacher employment and district economy on construction.

MEN 22 WOMEN 6

(B) Opportunity for educational change and improvments by teaching staff - curricular alterations, scheduling, etc.

MEN 13 WOMEN 6

(C) Student learning potential increased - spacing of vacations helps student spirits, easier to retain learning from session to session.

MEN 3 WOMEN 5

(D) A good feasible program - seen to work in Valley View Schools, a coming national trend, district committed, relevant.

MEN 10 WOMEN 4

II. Categorization of answers to #2
Reasons for mixed feelings:

(A) Partial or confused understanding of the 45-15 plan, concerning the details of the operation and its effects on teachers, staff, and students.

MEN 9 WOMEN 11

(B) Pessimism about problems which will arise - unspecified problems:

MEN 3 WOMEN 2

(C) Pessimism about problems which will arise - specified:

1) Comprehensive courses
2) Graduate work
3) Year round work hard
4) Student reaction
5) Parent reaction
6) Adequate facilities
7) Scheduling

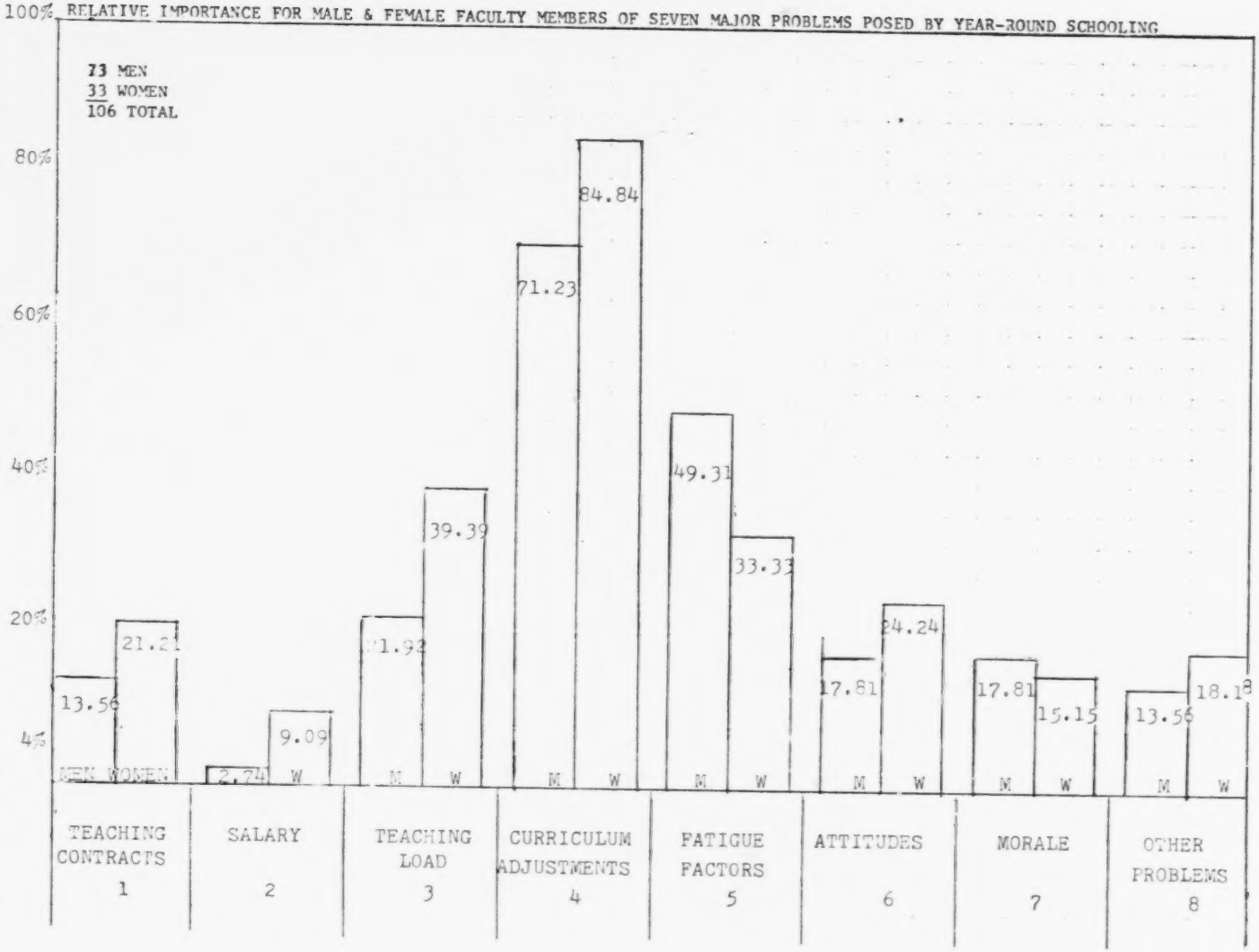
MEN 6 WOMEN 1

(D) Reject idea.

MEN 2 WOMEN 0

III. No reasons given for attitude.

MEN 17 WOMEN 6


100%
RELATIVE IMPORTANCE FOR MALE & FEMALE FACULTY MEMBERS OF SEVEN MAJOR PROBLEMS POSED BY YEAR-ROUND SCHOOLING
73 MEN
33 WOMEN
106 TOTAL
80%
60%
40%
20%
4%
13.56
21.21
2.74
9.09
21.92
39.39
71.23
84.84
49.31
33.33
17.81
24.24
17.81
15.15
13.56
18.18
MEN WOMEN
M
W
TEACHING CONTRACTS 1
SALARY 2
TEACHING LOAD 3
CURRICULUM ADJUSTMENTS 4
FATIGUE FACTORS 5
ATTITUDES 6
MORALE 7
OTHER PROBLEMS 8

Categorization of answers to #4 - "Other Problems"

(A) Repetition or variation of any of the stated problems posed in question #4.

MEN 4 WOMEN 3

(B) Graduate work for teachers.

MEN 2 WOMEN 2

(C) Teacher preparation and adjustment.

MEN 3 WOMEN 1

(D) Faculty unaminitv on plan operation.

MEN 1 WOMEN 1

(E) No response.

MEN 64 WOMEN 26

Categorization of #6 - School Board Problems.

(A) Gaining community (teacher, student, parent) support and confidence, honest continuous communication about the 45-15 plan.

MEN 9 WOMEN 5

(B) Unification of districts.

MEN 4 WOMEN 1

(C) Smoothing transition from nine month session to 45-15 and making the plan work.

MEN 13 WOMEN 4

(D) Money to run the program.

MEN 3 WOMEN 0

(E) Insuring quality education, solving overcrowding, seeing that co-curriculum is not abandoned.

MEN 5 WOMEN 5

(F) No response.

MEN 19 WOMEN 41

Categorization of #8 - "Harder to teach under 45-15, because...".

(A) No response.

MEN 44 WOMEN 14

(B) Teacher - pupil relationship diminished.

MEN 6 WOMEN 1

(C) Curriculum adjustments: course preparations and adjustments, teacher scheduling, student tracks.

MEN 18 WOMEN 14

(D) Fatigue.

MEN 4 WOMEN 1

(E) Teacher adjustments.

MEN 6 WOMEN 2

(F) Student attitude (in summer especially).

MEN 2 WOMEN 2

(G) Increased book work.

MEN 2 WOMEN 0

Categorization to #9 - "Easier to teach under 45-15".

(A) Smaller class size.

MEN 8 WOMEN 3

(B) Spacing of vacations thru year of study will be an aid to student learning - teacher attitude.

MEN 4 WOMEN 2

(C) Allow teacher diversification and specialization in courses.

MEN 4 WOMEN 1

(D) Nine week segments more adaptable to necessary and/or on-going curricular evolution, suitable for methods of teaching.

MEN 12 WOMEN 3

(E) No response.

MEN 48 WOMEN 23

TOTAL NUMBER OF MEN 73 TOTAL NUMBER OF WOMEN 33

	Number Men	Percent Men	Number Women	Percent Women
Favor 45-15	51	69.86	13	39.39
Mixed Reaction	22	30.14	20	60.60
Prefer 184 day contract	14	19.18	19	57.57
Prefer 184-244	15	20.55	10	30.30
Prefer 244	43	58.90	2	6.60
Undecided	1	1.369	2	6.60
May Resign if 45-15 Begins	1	1.369	1	3.03
Will Stay	58	79.44	22	66.66
Wait and See	14	19.18	10	30.30
Excellent Understanding of 45-15	12	16.44	2	6.60
Good Understanding	30	41.09	9	27.27
Fair Understanding	25	34.25	18	54.54
Poor Understanding	6	8.2	3	9.09
No Answer	0	0	1	3.03
45-15 In-Service Training Needed	53	72.60	27	81.81
Training Not Needed	16	21.92	1	3.03
No Answer	4	5.48	5	15.15

ILLINOIS HIGH SCHOOL PRINCIPAL'S SURVEY

Near the end of 1971, one hundred high school principals in various public school systems around the State of Illinois were mailed a questionnaire (tabulated responses shown on pp.) which was primarily a checklist of problems that might be encountered with the adoption of year-round schooling. Their responses would show to what extent a random sampling of public high school administrators felt similarly (or differently) about the impact of a continuous year plan such as Valley View's 45-15 Plan. Also, their judgements could be compared to other groups--school board members, teachers, parents--considering the same issues. Sixty-nine of the one hundred superintendents returned their questionnaires. Schools contacted had enrollments ranging from 1,000 to over 4,000. Although the original intention was to have included only high schools (grades 9-12) with enrollments comparable to Romeoville High's 2,500, other size enrollments were included in order to obtain a sampling of one hundred.

Of the sixty-nine schools responding, fifty identified themselves as suburban, ten as urban, four as rural; three called themselves both rural and suburban; two gave no identification at all. Generally, there was no sharp disagreement in the way these three groups responded to the questionnaire: their ranking of the issues in questions #1, #7, and #9 corresponded fairly evenly.

The sixty-nine respondents also were grouped according to size of enrollment--1,000 to 1,500/ 1,500 to 2,000/ 2,000 to 3,000/ 3,000 plus--and their questionnaires compared for significant differences. Again, these classifications produced minimal variations on each question.

The tabulation of responses for questions #1, #7, and #9 as they were stratified and compared in all of these categories is shown on pp. 118-19-20.

The four issues most often marked as 'serious problem' in Question #1 were 1) varsity sports program, 2) scheduling, 3) courses of study, 4) curriculum. It appeared as if the knotty interrelation of the last three issues had caused the administrators their greatest concern as they considered the educational transition, while the single most important extra-curricular activity, varsity sports, probably presented its own cluster of problems as well as relating to the scheduling of courses.

Two of those issues most often marked as 'serious problems' were also two of the four most often marked as 'problem': scheduling, varsity sports program, student employment, and pupil attendance. On the one hand this would emphasize the gravity with which scheduling and varsity sports concerned the respondents, and yet in the case of scheduling it was considered 'no problem' nearly as many times as it was considered a 'serious problem'. And in the cases of courses of study and curriculum they were marked 'no problem' more often than they were marked either as 'problem' or 'serious problem'.

The fairest interpretation of what ultimately is of concern among the respondents, then, must be a combination of what is least often ranked as 'no problem' and what is most often ranked as either 'problem' or a serious problem'. Hence, pupil attendance, scheduling, and varsity sports program show up as the most difficult issues to be resolved in the transition to year-round schooling.

When invited to suggest solutions to those problems considered 'serious', about one in every two respondents offered a concrete solution. A capsulization of these solutions is given on pp. 134 . Solutions to varsity sports program, scheduling, courses of study, and curriculum were usually stated as 'careful, advanced preparation is of prime importance'.

Six items were marked as possible violations of state code: 1) annual budget, 2) debt limitations, 3) employment of teachers, 4) teacher pension fund, 5) teacher sick leave, 6) varisty sports program. That varsity sports was the only issue to be ranked also as one of the top four 'serious problems' may mean that most administrators consider the violation of state code not to be an immediate, local impediment to a year-round school plan, or it may mean that these issues would be temporarily ignored--temporarily irrelevant as 'problems'--until the state code violation itself was resolved. The actual frequency with which any of the issues in Question #1 was marked as a violation of state code was very small. Teacher pension fund was marked as such five times, varsity sports program twice, each of the others once. The table below summarizes those reasons stated by each respondent who felt the issue was a violation of state code.

Violation	Reasons
1. Teacher Pension Fund:	"present 170 days is defined as the 'year'"
	"how figured on yearly basis?"
	"I am not sure if the pension can be paid for the summer months"
	"would need further information"

Violation	Reasons
2. Varsity Sports Program:	"sport starting at time student is not in school" "no reason"
3. Annual Budget:	"would need further information"
4. Debt Limitations:	"only if you must exceed your debt limitation to meet additional educational costs"
5. Employment of Teachers:	"would need further information"
6. Teacher Sick Leave:	"limitation by board"

The issue of varsity sports, which was by consensus the most critical problem in Question #1, was given further consideration in Question #7, which asked to whose advantage would year-round schooling be athletically. Fifty-five administrators indicated that in their opinion an advantage between schools would accrue nowhere; nine thought a year-round educational plan would put their school at a disadvantage; four thought their school would gain the advantage. Given the opportunity to explain their opinion, most of those who thought their opponent would gain the advantage pointed out that students out of school at periodic intervals for vacation would sooner find employment, go on a family vacation, or just not show up for practice sessions than continue with athletics rigorously through their vacation interval. Those who thought their athletic program would benefit under a year-round plan pointed out the fuller use of facilities, and that the athlete participating during his vacation time would feel no pressure from school work.

On their own plane, the extra-curricular activities of athletics, music, and speech presented lesser degrees of complication to the respondents in that order. Extra-curricular activities were considered most disruptive to the success of a year-round plan in the areas of contest scheduling and practice sessions.

CONTINUOUS SCHOOL YEAR SURVEY FORM FOR ADMINISTRATORS

1. Please check one of the three appropriate columns for each item below as it would appear to you if your school were to operate under a continuous year plan such as 45-15. If you feel an area may be a violation of existing state code, please put an asterick (*) in the fourth column.

		No Problem	Problem	Serious Problem	*
A.	Educational programs for special groups (gifted, handicapped, etc.)	44	16	7	
B.	Annual budget	46	18	5	
C.	Debt limitations	52	10	2	
D.	Employment of teachers	37	25	4	
E.	Duties of teachers	38	27	3	
F.	Pupil attendance	22	37	7	
G.	Courses of study	32	23	13	
H.	Textbook usage	50	10	0	
I.	Transportation	44	21	2	
J.	Lunch program	59	8	0	
K.	Teacher pension fund	55	6	0	5
L.	Teacher sick leave	57	10	0	1
M.	Curriculum	31	24	11	
N.	Varsity sports program	14	33	20	2
O.	Scheduling	16	33	17	
P.	Student employment	33	30	4	
Q.	Other _____				

2. If you have checked column 4, possible violation of state code, please give a brief description of the violation.

item _____ violation _____

item _____ violation _____

3. If you have rated any item in number 1 as a serious problem for your school, and assuming you are forced to accept a year-round plan such as 45-15, what would be your solution to that problem?

item _____ solution _____

_____

item _____ solution _____

_____

4. Our district is: 4 rural 10 urban 50 suburban

3 combination rural/suburban

2 no answer

5. We have _____ students in high school (Use 1971-72 figures).

6. Our high school has grades 9 thru 12.

This section of the questionnaire pertains to Illinois Interscholastic High School activities.

The Board of Directors, Illinois High School Association has ruled the following:

"that inasmuch as two 45-day periods comprise the equivalent of one semester students who successfully carry fifteen hours of work for two of these periods consecutively may satisfy the requirements of By-law A-1-3. Furthermore, the weekly eligibility of athletes, under the provisions of By-law A-1-2, can be met in the 45-15 Plan just as in the regular school year program by determining whether the student is carrying fifteen hours of work on the day the weekly check is made."

"that students may be eligible to participate during their fifteen day vacations provided they were eligible at the conclusion of the preceeding 45-day period. However, if an athlete is ineligible at the end of a 45-day period, he may not regain eligibility until he has re-established fifteen hours of passing work following his vacation. All practices during this fifteen day period must be the kind and frequency that would be held if the student were attending classes."

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 4

B. To my opponent's advantage 9

C. To no ones advantage 55 .

8. If you checked item A or B above, please explain.

9. Please check one of the three appropriate columns for each item and category below as it would pertain to:

ATHLETICS

	No Problem	Problem	Serious Problem
A. Transportation	54	10	3
B. Transfer Students	28	36	3
C. Contest Scheduling	34	22	9
D. Eligibility Requirements	51	15	0
E. Practice Sessions	32	28	4
F. Other	0	0	
G. Other			
H. Other	0	0	0

MUSIC

A. Transportation	54	10	3
B. Transfer Students	46	18	3
C. Contest Scheduling	38	23	6
D. Eligibility Requirements	56	9	0
E. Practice Sessions	33	27	5
F. Other	0	0	0
G. Other	0	0	0
H. Other	0	0	0

SPEECH

A. Transportation	56	9	2
B. Transfer Students	51	13	3
C. Contest Scheduling	38	21	7
D. Eligibility Requirements	53	12	0
E. Practice Sessions	37	19	3
F. Other	0	0	0
G. Other	0	0	0
H. Other	0	0	0

10. Additional Comments:

Response to problems (questions 1, 9) by enrollment size.

I. 1,000 to 1,500 pupils:	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	3	3	1	0
B. Annual budget.....	4	3	0	0
C. Debt limitations	6	1	0	1
D. Employment of teachers	6	1	0	0
E. Duties of teachers ..	7	0	0	0
F. Pupil attendance	3	4	0	0
G. Courses of study	2	4	1	0
H. Textbook usage	6	1	0	0
I. Transportation	4	3	0	0
J. Lunch program	6	1	0	0
K. Teacher pension fund	6	0	0	0
L. Teacher sick leave ..	7	0	0	0
M. Curriculum	2	4	1	0
N. Varsity sports program	1	6	0	0
O. Scheduling	0	6	1	0
P. Student employment ..	5	2	0	0
Q. Other	0	0	0	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 1
B. To my opponent's 0
C. To no ones advantage 6

I. 1,000 to 1,500 pupils

ATHLETICS

	No Problem	Problem	Serious Problem
A. Transportation.....	6	1	0
B. Transfer Students.....	3	4	0
C. Contest Scheduling.....	5	2	0
D. Eligibility requirements	6	1	0
E. Practice sessions.....	3	4	0
F. Other.....	0	0	0

MUSIC

A. Transportation.....	6	1	0
B. Transfer Students.....	4	3	0
C. Contest Scheduling.....	4	3	0
D. Eligibility requirements	6	1	0
E. Practice sessions.....	1	5	0
F. Other.....	0	0	0

SPEECH

A. Transportation.....	6	1	0
B. Transfer Students.....	4	3	0
C. Contest Scheduling.....	5	2	0
D. Eligibility requirements	5	2	0
E. Practice sessions.....	2	3	0
F. Other.....	0	0	0

Response to problems (questions 1, 9) by enrollment size.

I. 1,500 to 2,000 pupils:	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	10	6	1	0
B. Annual budget	10	6	2	0
C. Debt limitations ...	14	2	0	0
D. Employment of teachers	6	11	0	0
E. Duties of teachers ..	5	11	1	0
F. Pupil attendance	7	7	4	0
G. Courses of study	7	7	4	0
H. Textbook usage	14	4	0	0
I. Transportation	8	10	0	0
J. Lunch program	15	3	0	0
K. Teacher pension fund	17	1	0	1
L. Teacher sick leave ..	15	2	0	1
M. Curriculum	5	10	2	0
N. Varsity sports program	4	9	6	1
O. Scheduling	4	10	4	0
P. Student employment ..	6	10	1	0
Q. Other	0	1	0	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 0
B. To my opponent's advantage 3
C. To no ones advantage 15

I. 1,500 to 2,000 pupils: Question #9

ATHLETICS

		No Problem	Problem	Serious Problem
A.	Transportation.....	16	2	0
B.	Transfer students....	7	10	0
C.	Contest Scheduling...	9	6	3
D.	Eligibility requirements	12	6	0
E.	Practice sessions....	11	4	3
F.	Other.....	0	0	0

MUSIC

A.	Transportation.....	16	2	0
B.	Transfer students....	15	3	0
C.	Contest scheduling...	9	7	2
D.	Eligibility requirements	15	3	0
E.	Practice sessions....	8	9	1
F.	Other.....	0	0	0

SPEECH

A.	Transportation.....	15	2	0
B.	Transfer students....	16	1	0
C.	Contest scheduling...	9	6	2
D.	Eligibility requirements	14	3	0
E.	Practice sessions....	9	6	1
F.	Other.....	0	0	0

Responses to problems (questions 1, 9) by enrollment size.

I. 2,000 or more pupils: Question #1

	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	31	7	5	0
B. Annual budget	31	9	3	1
C. Debt limitations	33	6	3	0
D. Employment of teachers	24	12	5	1
E. Duties of teachers ..	26	15	2	0
F. Pupil attendance	12	26	3	0
G. Courses of study	23	12	8	0
H. Textbook usage	37	6	0	0
I. Transportation	31	9	2	0
J. Lunch program	39	3	0	0
K. Teacher pension fund	31	6	0	2
L. Teacher sick leave ..	35	7	0	0
M. Curriculum	24	10	9	0
N. Varsity sports program	9	18	13	1
O. Scheduling	12	17	11	1
P. Student employment ..	20	18	3	0
Q. Other	0	1	1	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 3
B. To my opponent's advantage 6
C. To no ones advantage 34

I. 2,000 or more pupils: Question #9

ATHLETICS

		No Problem	Problem	Serious Problem
A.	Transportation.....	33	7	3
B.	Transfer students.....	18	22	3
C.	Contest Scheduling.....	21	14	6
D.	Eligibility requirements....	36	9	0
E.	Practice sessions.....	36	8	0
F.	Other.....	0	0	0

MUSIC

A.	Transportation.....	32	7	3
B.	Transfer students.....	27	12	3
C.	Contest Scheduling.....	25	13	4
D.	Eligibility requirements....	36	5	0
E.	Practice sessions.....	23	14	4
F.	Other.....	0	0	0

SPEECH

A.	Transportation.....	35	6	2
B.	Transfer students.....	31	9	3
C.	Contest Scheduling.....	25	13	5
D.	Eligibility requirements....	35	7	0
E.	Practice sessions.....	25	10	2
F.	Other.....	0	0	0

Response to Questions 1, 7, 9 by metropolitan proximity.

I. Rural pupil enrollment:	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	2	3	0	0
B. Annual budget	3	2	0	0
C. Debt limitations	5	0	0	0
D. Employment of teachers	2	3	0	0
E. Duties of teachers ..	2	3	0	0
F. Pupil attendance	1	4	0	0
G. Courses of study	1	4	0	0
H. Textbook usage	5	0	0	0
I. Transportation	0	5	0	0
J. Lunch program	4	1	0	0
K. Teacher pension fund	5	0	0	0
L. Teacher sick leave ..	5	0	0	0
M. Curriculum	1	4	0	0
N. Varsity sports program	0	4	1	0
O. Scheduling	0	3	2	0
P. Student employment ..	1	3	1	0
Q. Other	3	1	0	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 0
B. To my opponent's advantage 2
C. To no ones advantage 3

Rural: Question #9

VARSITY

		No Problem	Problem	Serious Problem
A.	Transportation.....	4	1	0
B.	Transfer students.....	3	2	0
C.	Contest scheduling.....	2	2	1
D.	Eligibility requirements.....	2	3	0
E.	Practice sessions.....	2	2	1
F.	Other.....	0	0	0

MUSIC

A.	Transportation.....	4	1	0
B.	Transfer students.....	4	1	0
C.	Contest scheduling.....	3	1	1
D.	Eligibility requirements.....	3	2	0
E.	Practice sessions.....	1	4	0
F.	Other.....	0	0	0

SPEECH

A.	Transportation.....	4	1	0
B.	Transfer students.....	4	1	0
C.	Contest scheduling.....	3	1	1
D.	Eligibility requirements.....	3	2	0
E.	Practice sessions.....	2	3	0
F.	Other.....	0	0	0

Suburban response to Questions 1, 7, and 9.

I. Suburban pupil enrollment:	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	38	10	5	0
B. Annual budget	35	11	5	0
C. Debt limitations	40	4	2	0
D. Employment of teachers	24	20	5	1
E. Duties of teachers ..	26	20	3	0
F. Pupil attendance	19	24	6	0
G. Courses of study	23	16	10	1
H. Textbook usage	42	6	0	0
I. Transportation	33	15	2	0
J. Lunch program	46	5	0	0
K. Teacher pension fund	38	7	0	4
L. Teacher sick leave ..	42	8	0	1
M. Curriculum	23	17	9	0
N. Varsity sports program	8	22	17	2
O. Scheduling	9	26	13	0
P. Student employment ..	23	24	2	0
Q. Other	0	0	2	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 3
B. To my opponent's advantage 6
C. To no ones advantage 43

Suburban: Question #9

VARSITY

		No Problem	Problem	Serious Problem
A.	Transportation.....	39	9	2
B.	Transfer students.....	21	26	3
C.	Contest scheduling.....	25	16	7
D.	Eligibility requirements	40	12	0
E.	Practice sessions.....	23	24	2
F.	Other.....	0	0	2

MUSIC

A.	Transportation.....	40	8	2
B.	Transfer students.....	33	15	3
C.	Contest scheduling.....	28	18	4
D.	Eligibility requirements	43	6	0
E.	Practice sessions.....	24	22	3
F.	Other.....	0	0	2

SPEECH

A.	Transportation.....	41	8	1
B.	Transfer students.....	36	11	3
C.	Contest scheduling.....	28	17	5
D.	Eligibility requirements	42	8	0
E.	Practice sessions.....	26	16	1
F.	Other.....	0	0	0

Response to Questions 1, 7, and 9 by metropolitan proximity.

I. Urban pupil enrollment:	No Problem	Problem	Serious Problem	Violation
A. Educational programs for special groups (gifted, handicapped, etc.)	6	3	1	0
B. Annual budget	7	3	0	0
C. Debt limitations	5	5	0	0
D. Employment of teachers	8	2	0	0
E. Duties of teachers ..	7	3	0	0
F. Pupil attendance	2	8	0	0
G. Courses of study	6	2	2	0
H. Textbook usage	10	0	0	0
I. Transportation	7	3	0	0
J. Lunch program	8	1	0	0
K. Teacher pension fund	8	1	0	0
L. Teacher sick leave ..	8	2	0	0
M. Curriculum	6	2	1	0
N. Varsity sports program	3	6	1	0
O. Scheduling	5	4	1	0
P. Student employment ..	5	4	1	0
Q. Other	0	2	0	0

7. If your school were to operate under the 45-15 Plan next year, how would you rate the above decision?

A. To my advantage 1
B. To my opponent's advantage 1
C. To no ones advantage 8

Urban: Question #9

VARSITY

	No Problem	Problem	Serious Problem
A. Transportation.....	9	0	1
B. Transfer students.....	3	6	0
C. Contest scheduling.....	4	6	1
D. Eligibility requirements	5	4	1
E. Practice sessions.....	5	4	1
F. Other.....	0	0	0

MUSIC

A. Transportation.....	8	1	1
B. Transfer students.....	7	3	0
C. Contest scheduling.....	5	4	1
D. Eligibility requirements	9	1	0
E. Practice sessions.....	6	1	1
F. Other.....	0	0	0

SPEECH

A. Transportation.....	9	0	1
B. Transfer students.....	9	1	0
C. Contest scheduling.....	6	3	1
D. Eligibility requirements	8	2	0
E. Practice sessions.....	6	1	1
F. Other	0	0	0

Categorization of Solutions Given for Problems A-P marked as 'serious' in Question #1:

A. Educational programs for special groups (gifted, handicapped, etc.):

1. "investment of time and money to devise an educational program to fit the required schedule"
2. "limit some honors or APP programs which have single section, low enrollment"
3. "require all special education and athletic programs to attend on same schedule"
4. re: vocational education, "more money from state to run courses, smaller classes"

B. Annual budget:

1. no solutions offered

C. Debt limitations:

1. no solutions offered

D. Employment of teachers:

1. "work toward a choice system, possibly based on some rotational system"

E. Duties of teachers:

1. no solutions offered

F. Pupil attendance:

1. "investment of time and money to devise an educational program to fit required schedule"
2. "parents will have to forego summer vacations"

G. Courses of study:

1. "careful preparation well in advance of change"
2. "create individualized, independent study with mini courses"

I. Transportation:

1. "public transportation may have to be 'forced' into summer runs"

M. Curriculum:

1. "careful advance preparation"
2. "schedule those students first who elect low enrollment courses"
3. "adopt individualized instruction methods"
4. "somehow would have to figure a way for high percentage of carryover in subject matter for students during their 15 days off"
5. "adopt mini-course method, self-contained in 45 day session"

N. Varsity sports program:

1. "careful advance preparation"
2. "selective and/or optional scheduling plans for athletes"
3. "possibly intramural sports program"

O. Scheduling:

1. "comprehensive, advance preparation: more personnel and computers"
2. "commitment to provide all courses each session; if anyone selected to take the course"
3. "develop criteria on district-wide basis"

P. Student employment:

1. "short, special school hours for working students plus increased emphasis on coop working programs"
2. "extensive public relations programs with co-ordinated, cooperative education"

I. 45-15 Plan 'to my advantage' (interscholastic athletics) because:

A. "Provides for continuous practice".

B. "Fuller usage of facilities, however, we have been having 2,000 in summer school under our present operation. Also fuller utilization of staff."

C. "Depends on the situation, but an advantage would exist. If the schools were on different time schedules, the situation would dictate who had the advantage."

D. "Athletes playing during their 15 day vacation would have the advantage of the lack of school work and the pressure of same, plus the advantage of being able to get more rest following a game, than the athlete who must attend school the day following a game."

II. 45-15 Plan 'to my opponent's advantage (interscholastic athletics because:

A. "Simply the question of whether a student out for athletics would find reasons for missing practices while on 15 day vacation."

B. "If opponent is not on 45-15 ineligible athletes could become eligible in one-week as opposed to 4 weeks for our athletes."

C. "I don't think students on vacation will practice regularly nor train the same as if they were in school."

D. "Participation of athletes during their 15 day vacation may be difficult to maintain...conflict with family vacation."

E. "Students tend to work. Once they had 15 days available, they would seek employment and many would forgo athletics."

F. "Difficulty in getting athletes to practice during vacations. Conflict with family vacations. However, this should not be a major factor in considering the plan."

G. "It is difficult to determine to whom the advantage would occur--for a conscientious student and coach, the athlete would use the 15 day period to 'catch-up' on his work and could re-establish his 15 hours immediately. For most students, I feel it would be more difficult to re-establish 15 hours of passing work after the 15 day vacation."

TEACHER UNION SURVEY

Twenty member organizations of the American Federation of Teachers in Illinois were sent a questionnaire in early 1972 which inquired about the possible (probable) reaction of each organization to the year-round concept in their districts.

After a follow-up postcard had been sent around to prompt replies, five questionnaires eventually were returned. One organization however, indicated it would not complete the questionnaire, and a seventh said theirs was lost. Thirteen organizations were unheard from.

Of the five returned questionnaires, two were from organizations which felt that their teachers would react negatively and resist a continuous year operation. Two other organizations felt their teachers would react positively. One organization declined to speculate about its teacher attitude.

The two 'positive' organizations felt that such a plan would make better use of existing buildings, reduce class size, provide teachers with an opportunity to make more money, and supplant the 'present system' which in the opinion of one respondent was not doing a good job and therefore an alternative system was needed. One of the two felt that 75% of its teachers would prefer to work a twelve month contract--only 5% might leave because of a continuous year operation. The other estimated that 90% of its teachers would work a twelve month contract--at most 10% might leave the district.

Each of the two 'positive' organizations felt that 60% of their teachers would approve the plan. One felt that 40% would disapprove, while the other felt 20% would disapprove and 20% remain indifferent.

Of the two 'negative' organizations, one felt a full 75% of its teachers would disapprove the year-round operation (25% approve), and the other felt the split would be fifty-fifty between approval and disapproval. The 'negative' organization which indicated that only 25% of its teachers would approve the year-round operation felt also that only a quarter of its teachers would work a twelve month contract (were the district to begin a year-round operation). The other organization with a fifty-fifty split between approval and disapproval indicated that maybe 50% of its teachers would prefer the twelve month contract under a year-round operation.

It is interesting to note that the estimated number of teachers who might leave either of the two 'negative' organizations was placed at a percentage no higher than the number the two 'positive' organizations estimated would leave their ranks--5% and 10% for each pair, positive or negative overall. Indeed, one of the organizations which felt its teachers would react negatively to the year-round operation pointed out that "usually teachers adapt regardless of (the) situation--witness the fact of problems some schools are faced with."

Reasons given by the two organizations which felt their teachers would resist the year-round scheduling system were: (1) "as a total district wide approach we feel it could not operate well under the secondary schools," (2) we are not sure it would be a change for the better; has it been studied? What about teachers who have to hold two jobs? What about summer school for teachers?"

Of the nine 'major problems for teachers under a continuous year operation' listed by the questionnaire, three of the five organizations checked contractual agreements, salary, fatigue factors, attitude (teacher) toward year-round operation. Two checked teaching load, and one each marked retirement plan and sick leave.

Four of the five respondents classified themselves as urban, one as suburban. Three were schools of grades K-12, two 9-12. The largest organization had 430 teachers, the smallest 50, two others had 150 and 90 members, and the fifth supplied no figure.

"Other comments' stated at the end of the questionnaire were these: "year round school would, as I understand, work best when the district was able to finance all aspects to achieve best set up" ('negative' organization), "what about high school students who fail and need to make up subjects?" ('negative' organization), "this (year-round school) poses a problem of time for teachers to return to school periodically (graduate study)", ('positive' organization), "I believe teachers need more information about this plan" (unknown if organization is positive or negative).

THE EXTERNAL SCHEDULE

In the planning for the external scheduling of pupils in grades 9, 10, 11, and 12, (for the 1971-72 school year) the following steps were taken.

District #96 representatives met with the Principal of Lockport West High School (now Romeoville High School) and discussed the information that was available from the high school records. The Principal's Office provided three lists in alphabetical order by the last name of the pupil. The list had the parent or guardian name, and the mailing address.

Pupils in grade 8 for the 1970-71 school year were already attending school under the 45-15 Plan. These pupils, of course would stay on the same group assignment.

Pupils from the City of Crest Hill who attend Lockport West High School did not need to be scheduled since these pupils were not in Elementary School District #96 and would not start the 45-15 Plan. On the print-out sheet of high school students all these pupils were eliminated in a very simple manner. These pupils had a zip code of 60435 (a Joliet, Illinois post office).

In the print-out sheets the pupils in the rural areas had only a mailing address. In order to assign a census unit number, it was necessary to pinpoint the exact rural location. Pupils with a rural address from Lockport, Naperville, Lemont, or Plainfield could not have a census unit number assigned from a mailing address. The clerk looking up the census unit numbers from the master sheet was directed to put a paper clip on the master list beside each pupil name with a rural mailing address.

The clerk was instructed to put a paper clip on the right side of the master list beside any names that did not have a complete address or in which she was uncertain.

For the bulk of the entries processed a clerk looked up the street name, found the interval of house numbers and copied the census unit number and attendance group letter.

FINE TUNING #1

1. The lists of pupils names were sent back to Lockport West High School where one of the student helpers in the Principal's Office noted all pupils who have moved out of the district up to and including March 26, 1971.

2. For pupils with a rural mailing address the student helper wrote the name of the road on which the pupil lived (example; Taylor Road).

3. The lists were taken back to the District #96 Research Office where all but 43 of the pupils could be assigned from the Master List. The road name in some cases provided more than one census unit possibility (example; Route 53), all but seven of these were identified from maps and the assignments which had been given to their sibblings who are District #96 students this year.

4. It was necessary to call seven people in order to get a verbal description of the location of the house. On April 2nd all high school pupils from the high school master list had been assigned.

Cross-Checking Procedure

1. Every 20th pupil entry was selected for a sampling of accuracy. Those pupils entries which had been deleted because of a Joliet zip code or because the pupil was on the drop list were not counted.

2. The clerk looked at the census unit number and group assignment which had been written next to the name. Then the clerk ask, "Does this census unit number and group assignment include this address?' (Previously the coding clerk looked at the address and then found the appropriate census unit number and group assignment.)

3. Beside those pupil entries whch were coded correctly, the clerk wrote her initials.

4. All entries were correct.

5. The accuracy of the coding was spot checked by checking an entry (in the manner just described), in the approximate center of every other sheet of the print-out.

6. No errors were detected.

Updating Through April 2, 1971

1. The Principal's Office at Lockport West furnished a list of all students new to the high school since the middle of February, 1971. These pupils were assigned a census unit number and group attendance schedule according to the same procedure previously described.

   It is believed that the external scheduling had a high degree of accuracy (well over 99%) and was a meaningful guide for enrollment figures for each class for each group attendance pattern.

EXTERNAL SCHEDULE

STUDENT LISTING

Family Last Name	Student First Name	Student Last Name if Different Than Family Last Name	Address	Census Unit Number	Track	Grade
MATHEWS	MARIE		15102 LEWIS DR	716	0	12
MCCAMMOND	ROSEANN		00453 BERKSHIRE AVE	102	0	12
MCCAMMOND	ROSEMARI		00453 BERKSHIRE	102	0	12
MCGUIRE	KATHLEEN		00321 KAREN	149	0	12
MCLOUGHLIN	ROBERT		00404 WOODLAWN	117	0	12
MELVIN	ROSEMARY		00151 PINECREST RD	205	0	12
MINKWITZ	JILL		16407 JACQUIE AVE	708	0	12
MORA	DEBORAH		00454 BERKSHIRE AVE	102	0	12
NEWMAN	CAROL		00019 PISTOL AVE	046	0	12
NILES	SHELLEY		00732 UNION AVE	181	0	12
OSBORNE	DANNY		00172 SEABURY	256	0	12
PASTERNAK	KATHY		16109 AIRPORT RD	701	0	12
PORTILLO	RICHARD		00740 UNION AVE	181	0	12
RATAJSKI	THOMAS		00165 PARK CT	251	0	12
REEVES	MARGARET		00176 REDWOOD	237	0	12
REICHARDT	LAURIE		00504 CONCORD AVE	047	0	12
RIPPLE	JANES		00235 REDWOOD	251	0	12
RITCHESON	DANIEL		00021 CONCORD	080	0	12
ROCKETT	MARY		00112 STONEHAM CT	267	0	12
RUNCKO	MARIA		00555 BELMONT DR	106	0	12
ROSE	GARY		00002 ELGIN	082	0	12
RYAN	DAVE	MAUR	00529 BELMONT DR	103	0	12
SCHULTZ	JILL		00705 BELMONT CT	118	0	12
SELPART	JUDITH		00704 BELMONT CT	118	0	12
SIMMOLA	JOE		00414 ARNOLD AVE	109	0	12
SMITH	RANDY		00144 LAWTON LN	214	0	12
STANLEY	PERSCILLA		00006 DOVER	081	0	12
STANULA	CYNTHIA	FRANCES	00159 LAWTON LN	215	0	12
STRINI	ANGELA		00718 OATES	116	0	12
SZYMANSKI	DERRICK		00440 DONALD			

EXTERNAL SCHEDULE

SIMULATION OF HIGH SCHOOL 45-15

STAGGERED TRACK START

1971-72

	Freshman	Sophomore	Junior	Senior	Total
July 6 to July 26	A 166	A 132	A 105	A 85	A 488
	Tot 166	Tot 132	Tot 105	Tot 85	Tot 488
July 27 to Aug 16	A 166	A 132	A 105	A 85	A 488
	B 153	B 136	B 96	B 100	B 485
	Tot 319	Tot 268	Tot 201	Tot 185	Tot 973
Aug 17 to Sep 28	A 166	A 132	A 105	A 85	A 488
	B 153	B 136	B 96	B 100	B 485
	C 190	C 174	C 128	C 119	C 611
	Tot 509	Tot 442	Tot 329	Tot 304	Tot 1584
Sep 8 to Sep 28	B 153	B 136	B 96	B 100	B 485
	C 190	C 174	C 128	C 119	C 611
	D 164	D 137	D 110	D 100	D 511
	Tot 507	Tot 447	Tot 334	Tot 319	Tot 1607
Sep 29 to Oct 20	A 166	A 132	A 105	A 85	A 488
	C 190	C 174	C 128	C 119	C 611
	D 164	D 137	D 110	D 100	D 511
	Tot 520	Tot 443	Tot 343	Tot 304	Tot 1610
Oct 21 to Nov 11	A 166	A 132	A 105	A 85	A 488
	B 153	B 136	B 96	B 100	B 485
	D 164	D 137	D 110	D 100	D 511
	Tot 483	Tot 405	Tot 311	Tot 285	Tot 1484

After completing the external high school scheduling, the following listing of requirements was presented to the Board of Education of High School District #211. It was recommended that these requirements be completed before starting the 45-15 Plan at the secondary level:

1. Scheduling of students to the courses selected. (Internal schedule).

2. Professional staff in-service training.

3. Professional staff requirements. (Committee work).

4. Selection of contractual offerings for staff.

5. Review and revise the district curriculum.

6. Develop and disseminate community oriented information.

7. Develop and implement an Evaluation Program.

8. Establish bussing requirements.

9. Establish feeding requirements for students who would be on full day sessions.

10. Establish Illinois High School Association requirements.

11. Establish North Central Accreditation requirements.

12. Establish reporting requirements with the Illinois Pension & Retirement System.

13. Establish cash flow requirements with O.S.P.I. (Advanced state aid).

14. Review of Physical Plant up-dating for 45-15. (Air-conditioning?)

15. Review with Joliet Region Chamber of Commerce and Will Grundy Manufactures Association the possibilities of establishing work positions year-round - one 12 month position served by four students. (Replacing summer jobs).

16. Review of Special Education Cooperative Requirements.

17. Resolution adopting 45-15 Calendar by the Board of Education.

18. Approval for District #211 to operate under 45-15 to be given by the State Superintendent of Public Instruction.

19. Notification to parents of District #211 as to the 45-15 Calendar schedule for their families.

THE INTERNAL SCHEDULE

The work at the high school this past year has made abundantly clear that the 45-15 Plan can be applied to a high school. In contrast to a "dry run" simulation, this staff knew that the school would be going on the 45-15 Plan (July 31, 1972) and consequently understood that they would be living with the decisions made.

Out of all of the total problems anticipated under the 45-15 Plan, none gave more concern than student and teacher scheduling. The problem, of course, would be no more than any other high school solves every year if Romeoville High School had been willing to divide the student body into four parts and treat each as a separate group to be scheduled. This obviously was not a desirable solution because it would have created all of the problems that any small high school faces. The solution would have taken away the well known advantages in scheduling a large high school - economic, wide variety of offerings, and flexibility in scheduling.

Consequently, the school followed these steps in arriving at its final scheduling procedure:

1. The curriculum was revised, with considerable stress placed on quarter units of study.

2. The students were told what the offerings were, and they then were asked to register.

3. The student requests were tallied on IBM cards and summarized. Tallies of requests and a conflict matrix were produced.

4. The department chairmen and the principal decided on number of sections (class size) and who was to teach each section. A department master schedule was made up.

5. Adjustments were made among the department schedules.

6. Students were allowed to request changes among the attendance tracks for acceptable reasons. (Changes for 50 out of 2500 students were made).

7. A trial run was made of the schedule on a computer. The program allowed up to 10,000 probes for each student if his request could not be fitted in earlier.

8. After some adjustments were made, the final run was made.

Any other high school going on the 45-15 Plan may use the same specific solutions to the scheduling problems, but these solutions might not always be acceptable.

Small Enrollment

Certain courses will have small enrollment, especially if a school attempts to increase the number of courses offered. Two approaches were used by Romeoville High School. One approach was to individualize the course, so that it would make no difference when a student was in attendance. Thus, when one-fourth of the students leave for 15 days and then return, they simple would pick up where they stopped. The second most used solution was to combine two tracks. For 30 days, the two groups are together. Then, for 15 days, only one group is in; then for the next 15 days the other group is in. The advantage is that it allows more individualized attention for the pupils. The apparent disadvantage is the cost.* Actually the split could come either before or after the joint 30-day attendance period.

Track A	X*		X	X
Track B		X*	X	X

15 day segments

*An "X" shows the period that one half (one attendance track) of the class is in attendance.

*If the teacher could accept larger numbers during the 30 day period, (using lectures, etc.) then much more individual attention could be given during the 15 days with no greater over-all cost.

Teacher Contracts

Instead of the 180 days that a teacher is employed during a traditional and typical school year, the 45-15 Plan allows teachers to work 240 days, if they so desire. Irrespective of the solutions made for low enrollment courses, most of the instruction in most courses requires teachers throughout the year. The simplest administrative solution is to have all teachers work for 240 days. However, for reasons of personal preference, graduate work, or anticipated fatigue, a teacher could work a shorter period and have his place taken by another teacher. The only possible problem would be a high school going on the plan which did not have sufficient attrition rate and/or enrollment growth to take care of all those who wanted 240 day contracts. A simple illustration will show the problem. If a high school staff were comprised of 100 teachers, if all wanted 240 day contracts, if there was no enrollment growth, and if there were no resignations, retirements, deaths, or discharges, then the school could only offer jobs to 75 instructors. Any district seriously considering the 45-15 Plan probably is suffering enrollment growth stresses that precludes the eventuality of not being able to offer 240 day contracts to all who wanted them. However, if it did occur a district most likely would offer fewer 240 day contracts so that all staff could be kept. The important point is that the 45-15 Plan has nothing inherent in it that requires either all 180 or 240 day contracts. A full range of options is open.

Teacher Work Load

While teacher contracts are easily handled under the 45-15 Plan, the teacher work load requires more study but the problems can be solved. Unfortunately, a person faced with the actual scheduling of teachers may not readily accept the first sentence above without reservation. Hence, some schematic illustrations will help demonstrate the feasibility.

First to be noted is that the year is divided into four quarters or grading periods. In turn each quarter is made up of four, 15 day segments. The attendance of each group is shown. The numbers in each cell give the

number of students from each track in attendance.

A	8	8		8
B	8	8	8	
C		8	8	8
D	8		8	8
Total	24	24	24	24

With such a small enrollment, no good solution seems to exist except to individualize the instruction. However, the teacher scheduling is simple. One teacher is needed in one room at one period for the whole year.

If the enrollment were larger, then the solutions can be either individualized instruction or combination of two tracks.

A	16	16		16
B	16	16	16	
Total	32	32	16	16

C		16	16	16
D	16		16	16
Total	16	16	32	32

Again, the scheduling is simple. Two teachers must be employed for the whole year (or one teacher for two periods) in one or two rooms.

If the course enrollment grows to 100 or more, which will comprise a relatively large percentage of courses in a large high school, then two basic alternatives are possible. A teacher could be employed "lock-step", working only when his students were in school, and taking

his vacation the same time as they do. Of course, he could only work 180 days but scheduling his work load is simple.

32	32		32	Teacher W
32	32	32		X
	32	32	32	Y
32		32	32	Z

This solution, however, requires that the room in which he teaches be changed every 60 days. Hence, courses that require equipment difficult or impossible to move cannot be worked out through this approach, unless the room is left vacant for 15 days out of each 60, a solution identical (in terms of usage) to the traditional school year.

The other basic solution is to have the teacher teach all four tracks at different times of the day. When a particular track is off, he has his planning period (s). However, his planning periods would change every 15 school days.

Mr. Jones

Period of Day					
	1	A	A	Free	A
	2	B	B	B	Free
	3	Free	C	C	C
	4	Lunch			
	5	D	Free	D	D
	6	Free	C	C	C
	7	D	Free	D	D
Total Planning Periods		2	2	1	1

Of course, the approaches can be combined in different ways. Here is one illustration:

Mrs. Susans

Period					
	1	AB	AB	B	A
	2	D	C	CD	CD
	3	A	A	Free	A
	4	B	B	B	Free
	5	Free	C	C	C
	6	D	Free	D	D

Contrary to usual expectation, the great variety of possibilities in scheduling teachers under the 45-15 Plan enables the scheduler to come closer to an optimal (whatever the figure that might be established) class size, on the average, then with the traditional school program! However, taking advantage of the flexibility requires more clerical work.

Matching Pupil Requests and Master Schedule

Most high schools have moved to some type of computer assistance in scheduling students into courses. Under the 45-15 Plan, this becomes even more necessary but at the same time takes advantage of what the computer was designed to do - give information quickly and accurately. Because every 15 school days there will be at least some changes, the computer can quickly print out the information in forms desired. Every grading period will require a complete new printout because of the many courses offered on a quarter or two quarter basis and the change in student schedules.

This extra work probably requires a full time, competent technician who can serve as a registrar so that counselors and others are not taken away from their professional duties.

Track Determination

Valley View District #96 had earlier placed families (in groups of a city block or more in size) into one of the four attendance tracks. This was done solely by geographical area. The high school kept the same track identification. However, there are no logical reasons (through sociological reasons exist) against using other rationales. Thus, college bound students could be placed in a different track than vocational students. Each class could be placed on a different attendance schedule. Freshmen could start on "D" track, and each succeeding year start school 15 days earlier and thus shift to "A" track eventually and graduate in the spring. The community probably would not accept such alternatives however.

CONCLUSION:

The scheduling necessary for high schools which want to adopt some type of year-round staggered vacation periods is not basically changed from the scheduling required for a traditional school year. However, depending on the constraints applied, the scheduling may be easier or more difficult. When computers are used, there is only little extra time involved but the many other problems that are added by a year-round operation are usually not the kind that the computers alone will solve. Consider these problems that are typical.

1. Classes of small enrollment

For example, many of the classes in the junior years (vocational shops, Latin, etc) have only one section. If a district were to use a four track staggered plan, (eg. 45-15, 9-3, or 12-4 plans), then there would be four separate classes required,obviously not an economically feasible solution. The only apparent ideal solution is to devise an instructional program that would allow three different attendance tracks to be together at the same time. One approach would be the use of individualized instruction such as that used by the Air Force at Chanute Field at Rantoul, Illinois.

One compromise solution would be to conduct a "regular" class, with much time allowed for individual work. Students would need to plan their work for the time period when out. They might be helped by lectures being recorded for playback later: If such instructional adjustments were made, then the scheduling would actually be no more difficult than the traditional school year. In fact, the flexibility introduced might "loosen" the whole scheduling procedure.

However, if no instructional adjustments were made, then the regular scheduling process would be -- singularly re-done four times, -- once for each attendance track. Just to see what would actually be presented,the cards used to schedule the existing year were re-run after being split into four groups. The results are being analyzed to see if, by chance, certain classes could be combined with two tracks or three tracks instead of four.

2. Determining Tracks

The above simulation used the tracks already assigned to the elementary district. Another approach, readily useable by a high school district not tied to an elementary schedule, would be to use various possible procedures to determine tracks. Some possibilities are:

a. Assign each class level (eg. sophomores to "A") to an attendance track. Two problems would exist; it would be difficult for a student to take a class offered at another grade level unless he wanted to go to school during his vacation, and families with more than two children in high school would have different vacation schedules.

b. Place different programs on a different track, thus, college preparation might be track "D". The same problems, as tested under "A" would exist. It also would further segregate student populations when integration is needed.

c. Prepare a master schedule first, at least two years in advance, based on the quarter system, and with small classes offered in quarter units and in staggered fashion during each quarter. Thus, Latin I might be offered in the Fall for Track A, Winter for B, Spring for C, and Summer for D students. When the enrollment was small, only two tracks would be on schedule, with the other two needing to catch up.

Students would make up their schedule accordingly, making what adjustments they could. Obviously the advantages of "flexible" scheduling would be absent, but in practice, much less has been gained by flexible scheduling than ones promised. The student would then select his own attendance track. If overloads occurred, then priority could be given to seniors, then juniors, etc.

Not all of these alternatives could be realistically simulated without considerable invlovement of students and consequently confusion. Hence, the simulation will be limited to the 200.

3. Extension of the School Day

By the extension of the school day by 2 or 3 class periods having heavy enrollment classes at the beginning and at the end of the day, and small enrollment classes in the middle, everyone could then be in the building when small enrollment classes were in session. This would not alleviate the small enrollment problem unless these classes were lengthened in time and offered fewer times during the week. However, with these added changes, two gains would be immediate. First, greater use would be made of the building similar to double sessions without all of the handlings of a double session. Second, students would be provided more time for a catch-up study when needed, extra-curricula activities, and extra classes. These disadvantages would be family and bus scheduling unless two tracks were assigned to come in for early classes and the other two for later classes.

FISCAL ANALYSIS

OBJECTIVE 4

Valley View High School District #211 was established July 1, 1971 as a result of redistricting Lockport Township High School District #205 into two districts. Valley View High School District #211 encompasses all that territory formerly served by District #205 but within Valley View School District #96, while Lockport Township High School District #205 serves the remaining territory.

The fiscal analysis of the feasibility of the 45-15 Plan for year round operation of a public high school requires this analyst to make the following assumptions:

(1) that the educational philosophy currently adopted by the Board of Education will continue.

(2) that data collected is factual and representative.

(3) that the annual "Cost of Education Index" (CEI) maintained and published by SCHOOL MANAGEMENT MAGAZINE reflects a true comparison of schools within their various categories.

(4) that the current cooperation between all governmental bodies and citizenry continues.

(5) that budget estimates for any one fiscal year are realistic,particularly 1971-72 & 1972-73.

(6) that A.D.A. can be forecast based on past and present experiences and that enrollment projections are accurate and provide a measure for income and expenditures.

(7) that high school students weighted on the basis of enrollment using 1.33 as a multiplier per student enrolled is realistic.

This analyst will first discuss each objective separately as outlined in the proposal and secondly make concluding comparisons of all four objectives. An attempt will not be made to justify one objective over another, but an attempt will be made to bring out differences and probable causes as they relate to income and expenditures. Objective (b) will be analyzed more extensively since this is the purpose of this project.

It should be stated at the outset that figures have been determined on the basis of Pupil Units which may result in increases or decreases in actual dollars spent. Most data generated by school districts for comparison purposes use Average Daily Attendance (ADA), Average Daily Membership (ADM), Expenditure Pupil Units (EPU), Staffing Pupil Units (SPU), and Ability Pupil Units (APU) as will this study.

A general profile of Valley View High School District #211 is given in Appendix A. Statistical data relating to each of the following objectives of this feasibility study are contained in Appendix B.

CONTINUATION OF THE EXISTING PROGRAM

Objective 4a

Valley View High School District #211 can expect to receive totally 7.3% less and expend 12% totally less than 1971-72 for the 1972-73 school year under this plan. The result should be that the total income/pupil unit will be $848.37, a $67.19 decrease over 1971-72 and the total expenditures/pupil unit will be $935.83 or $131.94 decrease over 1971-72 (table F_1).

Local income will decrease/pupil unit as a result of increasing student population without a corresponding assessed valuation increase. These statements provide for a 23% increase in student population, a 12% increase in assessed valuation, and maintaining current tax rates. These noticeable increases and decreases as shown in table F_1 result from maintaining the same student-staff ratios, increasing expenditures at the 1971-72 Expenditure Pupil Unit (EPU) level plus 6% for inflation, and maintaining only those programs currently in existence. All other areas of income are expected to maintain current levels since their basis of support is one of Average Daily Attendance (ADA) or enrollment (ADM).

Expenditures/Pupil Unit are expected to decrease over 1971-72 in all areas except "other services" where an anticipated increase in attendance services, and student-community services will prevail (table F_1).

45-15 PLAN WITHOUT DOUBLE SESSIONS

Objective 4b

Much literature has eminated as a result of the "year round" school concept, more specifically the "staggered quarter plan" and the "45-15 Plan". Very little data of

significance are currently available to make meaningful comparisons between the two concepts and how they affect spending. The concept of the 45-15 Plan originated as a result of depleted bonding capacities and burgeoning enrollment increases with corresponding disproportionate increases in assessed valuation. Initially it was thought that the 45-15 Plan would give the Valley View Elementary School District #96 additional time and space to accomodate one third more school population without capital expenditures for new buildings. The "staggered quarter plan" envisioned voluntary year round school and allowed the community to capitalize on expanded curricular offerings. This plan was evaluated on the basis that "better educational opportunities would be available to all students electing a four quarter".

This analyst in observing the Valley View concept of the "45-15 Plan" must state at the outset that many positive intangibles are incorporated within the Valley View High School system. To extract the data for any other school system other than for general guidelines would require matching educational philosophies and competencies with those exhibited by the community served by the Valley View system.

The analysis of this objective will be discussed in order of account classification as presented in the Cost of Education Index (CEI), SCHOOL MANAGEMENT MAGAZINE January 1972. A general profile of the Valley View High School District #211 for this objective is provided in Appendix A. Comparative data is provided in Appendix B Tables F_1-F_5.

INCOME

(1) Local Taxation

Income from local taxes, if 1971-72 tax rates are maintained and assessed valuation increases by 12% then will net $679.35/EPU, a $39.37/EPU decrease over 1971-72. This is explained by the fact that enrollments are expected to increase 25% and income will increase only 9%. It is anticipated that other sources of income will remain at the same or nearly level/EPU.

(2) State Sources

State Aid, which is based on ADA is expected to maintain its current level of support for the 1972-73 school year. The figure of $101.67/EPU from state sources accounts for general state aid from the Common School Fund, Driver Education and Vocational Education. ADA has been adjusted based on past averages prorated to current and forecast enrollments or total enrollment less 10%.

(3) Federal Sources

Federal income includes the various title projects currently in operation and will remain nearly the same/EPU.

(4) Other Sources

Other sources of income includes receipts from textbooks, cafeteria, admissions, rentals and other student and community sales. This source of income will also remain approximately the same/EPU. (table F_2.)

EXPENDITURES

(1) Administration

Administrative costs under 45-15 should be reduced/EPU for the 1972-73. This assumes that the current 1971-72 administrative staff is sufficient and that other administrative costs will not exceed the level of 1971-72/EPU. Table F_2 would appear to project a budget cut for administration. This is not true but reflects an increase in pupil units over the 1971-72 school year for the 1972-73 school year. The 1971-72 school year saw District #211 created from an old well established school district necessitating staffing an entire administrative unit. Valley View High School District currently has 1.30 central administrators/1000 students ranking in the high quarter for Region 3 according to the 1971-72 CEI. The 1972-73 projected administrative expenditures reflect a 6% inflation factor for salaries only (table F_2 & CEI for 45-15 1972-73).

(2) Instruction

Instructional costs are expected to increase 9% over 1971-72 chiefly as a result of salary schedules already in effect (table F_2 & F_{2a}). All salary projections were determined based on current student-teacher, student-clerical, and student-other professional ratios, and based on a 180 school day calendar prorated to a 45-15 school year. The current student-teacher ratio is 20.1, the current student-clerical ratio is 350.1, and the current student-other professional ratio is 175.1. The staffing pupil unit ratios are given in Appendix A. The CEI statistics are given in table F_2, F_{2a}, & F_5.

(3) Health

Health services expenditures are expected to increase 6%/EPU, accounted for by inflation and increased services for a larger number of students over a longer period of time. The 1971-72 student-health services personnel are again maintained at the current ratios but extended over the 45-15 Plan (See table F_2, F_{2a}, & F_5).

(4) Operation

The operation of the current Valley View High School should increase only 6%?EPU, from $52.25/EPU to $55.83/EPU, if student-custodial staff ratios are maintained and the following formula* for determining staff size is followed.

$$\text{Number of Custodians needed} = .027X \text{ No. of teachings stations } (\text{sq.ft.} \div 1000) + .043 \times \frac{\text{area in sq. ft.}}{1000} + .0009 \times \text{enrollment} - .84 + 3.25$$

An increase in utilities can be expected since air-conditioning will be required. The increase cost is approximately the same as for heating in the Northern areas (Appendix B table F_{2a}).

*taken from the University of the State of New York, Division of Educational Management Services.

(5) Maintenance

Maintenance costs/EPU should also be reduced from $23.87/EPU to $22.56/EPU since as in the above cases enrollments will increase disproportionately to the 1971-72 level of expenditure. Building and equipment usage will increase, resulting in more repairs over shorter down periods and probably premiums will have to be paid for work done. However, based on pupil units, the increase should be in the area of equipment repairs and materials. Valley View High School is currently on double sessions which should cause an equivalent building load factor for maintenance as with the 45-15 Plan. The difference between the two should be shorter periods of time to accomplish repairs, and night-shift pay differentials. Well organized regular preventative maintenance schedules will have to be maintained to make the most efficient use of time as areas are vacant.

(6) Fixed Charges

School district employee retirement contributions/EPU and other fixed charges, e.g. insurance, rental of equipment, will be reduced as a result of increased numbers of pupil units. As in all the other classifications this does not mean a savings; on the contrary, more money will be spent, but less/EPU. Tax anticipation warrants have not been considered within this study.

(7) Other Services

This part of the budget will increase dramatically as a result of providing food services, attendance services, and student-community services which for 1971-72 were not provided or were not provided to the extent they will be provided for under a 45-15 Plan. The increase will be approximately $6.12/EPU or 21%.

(8) Net Current Expenditures

Expenditures will increase 5% from $833.95/EPU to $873.79/EPU. The largest increase occurs in the area of instruction as a result of maintaining a 20.1 student -teacher ratio and 25% increases in student enrollment. The question should be asked at this point "What does this all mean in taxpayer dollars instead of ADA, EPU, APU, and SPU. Simply put, Valley View High School will have to expend $1263.75/pupil enrolled for 1972-73 under 45-15 as compared with $1199.57

(based on 1971-72 budget estimates) or $61.00 more per pupil enrolled under the 45-15 Plan than under the current method of operation.

(9) Transportation

Transportation services will require a 14% increase from $67.63/EPU to $77.14/EPU based on the ADA of pupils transported and per diem costs for 45-15 Plan. The basis for this increase is historical costs for District #205, District #211, Will County High School Districts, and Valley View Elementary District. The 1971-72 budget for transportation is $0.57/child in ADA. This seems high compared to a previous average for former years of $0.41/child in ADA. Double sessions requires more transportation as will a 45-15 Plan. Therefore the 1971-72 budget estimate was used since costs for transportation will be directly related to student scheduling from the areas to be transported and the beginning and ending times of the school day. Currently Valley View Elementary District #96 transports the high school students. It is assumed this same arrangement will continue. It is anticipated that an additional 10 school buses will be needed to accomodate the increased enrollment. No additional capital expenditure was anticipated for this since the costs are considered in the per pupil expenditure. It should be noted that by combining the schedules of the Elementary and the High School districts as a unit would reduce the costs as much as $12.27/ADA or $16.32/EPU.

(10) Capital Outlay

Capital outlay is expected to increase by 4% for just moveable equipment necessary to accomodate a year round operation. This assumes that normal replacement of outdated and unservicable equipment has been considered in the 1971-72 budget. Renovating the present Valley View High School for 45-15 will be considered under debt service.

(11) Debt Service

Appendix A and B (table F_2 & F_{2a}) anticipates only that a current estimated $3,000,000.00 in debt service is programmed for repayment at the 1971-72 budget level. The current Valley View High School will accomodate approximately 1400 students. The expected enrollment

for the 1972-73 school year will reach 2600. Through rigorous scheduling the student body at any given time on the 45-15 Plan will not exceed 2,000 per 45 day session. This will require creating space for an additional 600 students or approximately 75,000 sq. ft. @ 125 sq. ft./student. Using the Illinois School Building Commissions cost guidelines of $23.51/sq.ft. and inflating this by 8% to account for local trade union rate differences or $25.39, then the additional space should cost approximately $1,900,000.00 including air-conditioning, attached equipment and fees. Air-conditioning the remaining approximate 200,000 sq. ft. of the original school at $3.00/sq. ft. will cost $600,000.00. Retiring both obligations over 20 years at an average of 5% interest should cost $65,625.00/year or $18.97/EPU. This cost of course is in addition to a normal school year. However, additional space would need be created if double session were to be eliminated and a typical school day instituted. This would result in the need to create 150,000 sq. ft. of space for a total cost of $3,808,500. This is a difference then of $1,308,500 totally between the 45-15 Plan and a typical operation for original construction and $333,667 for interest charges over the same period. The final result is $22.82/EPU for that necessary to change from a double session operation to a typical school day or $3.85/EPU difference between 45-15 and traditional. It should be noted here that no consideration was given to the fact that with an increase above 2800 students more space will be required and the costs for additional space will be higher as inflation increases.

(12) Total Expenditures

The total expenditure for the 45-15 Plan is $1171.37 as opposed to the 1971-72 school year of $1067.77. This difference of $103.60/EPU or a 9% increase. The majority of this increase is in the area of salaries, operation, other services, transportation, and debt service.

45-15 PLAN WITH DOUBLE SESSIONS

Objective 4c

The 45-15 Plan if operated under a double session from 7:00 a.m. - 5:00 p.m. 240 days a year will cost approximately $61.95/EPU less than the 45-15 Plan without double sessions. The areas of less cost will be other services and debt service. Capital outlay will be less also/EPU. This

assumes that current facilities are doubly loaded, air-conditioned and will accomodate 2800 students readily. The cost/EPU are given in Appendix B table F_3 & F_{3a}. It should be noted that Valley View High School would be able to absorb 200 additional students without increasing costs by this method of operation. Loading factors will increase by 7%. Educationally speaking this would, for example, increase student-teacher ratios to 21.4.1 as compared to the 20.1 ratio of objective 4b. The data in all areas will need to be increased except in health, operations, and maintenance as pupil units exceed those currently planned in proportion to the number of the increase. Currently, there isn't any method of determining realistically any formula for a double session 45-15 Plan beyond the 2800 enrollment because of the number of variables. See Appendix B tables F_3, F_{3a}, & F_5 for more detail.

STAGGERED QUARTERS YEAR ROUND OPERATION

Objective 4d

This objective is more difficult to project since there appears to be at least two different concepts prevailing. The first concept would state that any child would have available only 180 days of instruction and that the child could elect when the 180 days would take place providing there is a system and continuity of schedules. The second concept would state that the child is to take a minimum of 180 days of instruction but may elect as many as 236-240 days of instruction. Therefore, the most accurate method of determining these receipts and expenditures would be on a per diem basis. The statistics in table F_3 & F_{3a} and column 9 of table F_5 are based on a per diem 180 day school year and extended to a 240 day school year for approximately 33% of the student body that might choose to attend a 4th quarter for remedial and/or enrichment instruction. Income/EPU will need to increase by providing a special tax and/or student reimbursement for at least a portion of the 4th quarter costs. $31.60/EPU has been added to the column of "other sources" table F_4 to offset the increase in expenditures created as a result of one third of the student body electing to take additional course work. Also $9.13/EPU has been added to income from federal sources since many more remedial projects might have an opportunity to be funded. Expenditures should increase $263.51/EPU over the 1971-72 school year and $30.86/EPU over the 1972-73 projected expenditures for objective b. Administrative costs would increase $1.31/EPU, instruction $12.92/EPU, Operations $1.00/EPU, and transportation by $4.34/EPU.

SUMMARY

The Valley View High School District #211 can expect to receive $848.37/EPU to continue operating the existing program, $876.08/EPU for the 45-15 Plan without double sessions, $876.08/EPU for the 45-15 Plan with double sessions, and $916.91/EPU for the staggered quarter year round operation. It is expected that Valley View High School will expend $935.83/EPU to continue the existing program, $1171.37/EPU for the 45-15 Plan without double sessions, $1106.53/EPU on the 45-15 Plan with double sessions, and $1202.23/EPU with a staggered quarter plan for year round operation.

Generally speaking, instruction, health, operations, other services, transportation, capital outlay, and debt service will all increase/EPU. This is a direct result of a disproportionate increase between student enrollment and income. The problem arises as to which of the objectives discussed will provide the greatest educational value to the children of District #211 with the least amount of expenditure of the resources available.

It is the opinion of this analyst that a total PLANNING-PROGRAMMING-BUDGETING-EVALUATION system should be considered to monitor the processes that are entailed within a "year round operation". This would enable the district to specifically document how each resource available to the district is being utilized and what resources are necessary to accomplish the educational objectives of the Board of Education. The operation of a year round school whether it be the 45-15 Plan, staggered quarter plan, or some other innovation requires that staff members account objectively for the education expected for each child, which in turn requires time and/or clearly delineated objective rationale for every phase of operation. The Board of Education would then have historic and current information upon which to base decisions that will carry future implications.

CONCLUSIONS

As a result of this Feasibility Study, the following conclusions have been derived:

1. The Atlanta Four-Quarter Plan, the Dade County Quinimester Plan, or/and the Champlain Valley Multiple Access Program would not accomplish the task of both improving curricula offerings and relieving the over-crowded situation for High School District #211.

2. There are no legislative short-comings prohibiting secondary operation of the 45-15 Plan.

3. Teacher retirement record-keeping poses no problem.

4. The 45-15 Plan does not conflict with the rules and regulations of the Illinois High School Association.

5. The elementary and secondary boards of education were somewhat divided in their concern regarding the impact of the 45-15 Plan.

6. A majority of the high school parents were willing to accept 45-15 in order to relieve over-crowding problems.

7. Parents generally felt that a problem exists with job opportunities for students.

8. One year before the implementation of 45-15, 60% of the high school professional staff favored the plan.

9. Illinois high school principals were most concerned about problems with curriculum and varsity sports.

10. Individuals in the State of Illinois who were asked to complete the Illinois Teacher Union Survey form were reluctant to do so.

11. The elementary district had already accomplished the assigning of pupil attendance schedules by geographic locations in the community, so little effort was needed on behalf of the secondary system to conform to these attendance assignments.

12. The internal scheduling of 45-15 at the secondary level poses many problems which require much advance planning.

13. A comprehensive simulated internal schedule should be conducted twelve months in advance of 45-15 operation.

14. Instructional costs will increase as a result of 45-15 scheduling.

15. The more students a high school has in enrollment, the less the amount of instructional cost increase will be.

16. Air conditioning of classroom space in the high school is essential in Illinois.

17. At least two years of planning should precede implementation of 45-15 at the secondary level.

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APPENDIX A

GENERAL PROFILE OF VALLEY VIEW HIGH SCHOOL DISTRICT #211

All data used has been converted to units identical to those used in the Cost of Education Index published be SCHOOL MANAGEMENT MAGZINE for ease of comparison. Below are listed the units used in determining the costs for this fiscal analysis and general comparisons of Valley View High School District #211 with the Cost of Education Index.

I. PUPIL UNITS AS DETERMINED FOR THE VALLEY VIEW HIGH SCHOOL.

	1968-69	1969-70	1970-71	1971-72	1972-73
A. Average Daily Attendance(ADA)	3200	3400	3800	1890	2340
B. Average Daily Membership(ADM)	3500	3900	4200	2100	2600
C.. Expenditure Pupil Units(EPU)	4655	5170	5570	2793	3498
D. Staffing Pupil Units(STU)	3520	3740	4180	2310	2860
E. Ability Pupil Units(APU)	4655	5170	5570	2793	3498
F. District size category	4	4	4	5	4
G. Expenditure group category	7	7	7	8	8
H. Wealth group category	8	8	8	7	6
I. Region 3					

II. GENERAL COMPARISONS OF THE COST OF EDUCATION.

	VALLEY VIEW HIGH SCHOOL 1971-72	VALLEY VIEW HIGH SCHOOL 1972-73 (obj. 4b)	REGION 3 1971-72
A. INCOME			
How much assessed valuation is in the district/APU?	41,890	37,883	15,097
How much valuation is in the district/APU?	83,780	75,766	29,300
What effort is the district making for education?	1.09%	1.15%	1.38%
How much income is the district raising locally/EPU?	718.72	651.53	459 31
How much income is received from the state?	101.67	101.67	276 38
How much income is received from the Federal Government?	13 71	13 71	8.17
What percentage of total income is local school revenue?	78.50	76 79	56.80
What percentage of total income is state revenue?	11.10	11 98	34.28
What percentage of total income is Federal Revenue?	1.49	1 81	0.93
B. EXPENDITURES			
1. Administration			
How many professional administrators are there/1000 students?	1.30	1 05	0 85
How well are professional administrators paid?	23,867	25,299	18,969
How well are administrative clerks and secretaries paid?	6,800	7,208	6,262

How many school district employees are there/1000 students?	60.61	60 48	70 70
How many professional employees are there/1000 students?	54.98	51.40	49 73
How many classified employees are there/1000 students?	9.96	10.84	20 90
How much is spent/EPU for administration?	41.27	41 27	28 04
How much is spent/EPU for professional administrators?	25.62	21.95	13 22
How much is spent/EPU for administrative clerks?	7 31	6.25	7.35
What % of NCE goes for administration?	5 83	4 73	3.83
What % of NCE goes for professional administrators?	3.07	2.52	1.86
What % of NCE goes for administrative clerks?	0.87	0.71	1.04
2. Instruction			
How many classroom teachers are there/1000 students?	44.16	45 45	44 24
How many other professionals are there/1000 students?	5.19	4 54	3.99
How many secretaries and clerks are there/1000 students?	2.60	3 50	4 73
How well are classroom teachers being paid?	11,850	13,200	10,126
How well are principals being paid?	18,333	19,433	13,861
How well are instructional clerks and secretaries being paid?	5,562	5,241	4,410
How much is being spent for instructional services?	588.31	643.67	520.58
How much is being spent for classroom salaries?	435.22	496.22	415.90
How much is being spent for other professionals?	67.38	60.43	51.26
What % of NCE goes for instruction?	52.18	57.02	60 49
What % goes for other professional salaries?	8 06	6 94	7 72
How much is being spent for instructional clerks?	15.92	18.19	13.38
How much is being spent for textbooks?	15.53	16 46	5 44
How much is being spent for teaching materials?	17.83	14 52	17 32
What is the starting salary for a classroom teacher?	8,300	9,000	7,350
What is the maximum salary a classroom teacher can earn?	16,850	18,000	12,900
How long does it take to reach top teacher salary?	18yrs	18yrs	14yrs
3. Health			
How many health personnel are there/1000 students?	0.87	0.70	0 16
How well are health services personnel being paid?	4,975	5,273	4,200
How much is being spent for health services?	3.56	4.06	1 60
4. Operation			
How much is being spent for operations?	52.25	55.83	66.43
How much is being spent for heat?	5 72	5 78	9 67
How much is being spent for other utilities?	12.89	21 40	13.88
What % of NCE goes for plant operation?	6.26	6.41	9 59
What % of NCE goes for heat?	0.68	0.66	1 42
What % of NCE goes for other utilities?	1 54	2.45	1 94

How much is being spent for operational salaries?	30.24	25.30	34.14
What % of NCE goes for custodial salaries?	3.42	2.97	5.02
How well are operations personnel being paid?	7,782	8,143	6,857
How many operations personnel are there/1000 students?	5.19	4.54	5.45
5 Maintenance			
How much is being spent for maintenance?	23.87	22.56	19.92
How much is being spent for maintenance salaries?	14.32	12.24	6.00
What % of NCE goes for plant maintenance?	2.86	2.58	2.69
What % of NCE goes for maintenance salaries?	1.71	1.40	0.91
How many maintenance personnel are there/1000 students?	0.87	0.70	0.83
How well are maintenance personnel being paid?	11,080	11,744	7,488
6 Fixed charges			
How much is being spent for fixed charges?	88.26	79.08	58.14
How much is being spent for employee retirement plans?	10.30	9.16	41.11
What % of NCE goes for fixed charges?	10.58	9.05	8.40
What % of NCE goes for employee retirement plans?	1.23	1.04	5.95
7. Other services			
How much is being spent for attendance services?		6.66	0.57
How much is being spent for food service?		3.67	0.66
How much is being spent for student body activities?	29.50	25.26	0.58
8 Net Current Expenditures (NCE)			
How much is being spent by Valley View High School?	833.95	873.79	692.25
How much is being spent by other schools the same size?	691.56		
How much is being spent by other schools in their expenditure category?	805.18		
9. Transportation			
How much is being spent for transportation services?	67.43	77.14	35.43
What % above the NCE goes for transportation?	8.10	8.82	5.07
10 Capital Outlay			
How much is being spent on capital outlay?	60.93	63.12	15.43
What % goes for capital outlay?	7.29	7.22	2.21
11. Debt Service			
How much is being spent for debt service?	105.36	157.43	62.69
How much is being spent for debt service principal?	84.80	104.67	35.67

How much is being spent for debt service interest?	20.56	52.61	27 02
What % goes for debt service?	12.63	18.01	8 96
How much is owed for each student?	1074.11	1453.46	489 56
What % of assessed valuation is bonded indebtedness?	2.56	3.84	2 80
What % of true valuation is bonded indebtedness?	1.28	1.92	1.43
12. Total expenditures			
How much is being spent totally?	1067.77	1171.37	810.04

APPENDIX B (table F_1)

CONTINUATION OF THE EXISTING PROGRAM

BUDGET CATEGORIES	SCHOOL YEAR					
Income/pupil unit	1968-69	1969-70	1970-71	1971-72*	CEI Region3 1971-72*	1972-73*
1. Local taxation	680.54	1173.13	862.84	718.72	459.31	651.53
2. State sources	57.27	62.20	78.93	101.67	276.38	101.67
3. Federal government	28.38	27.18	35.06	13.71	8.17	13.71
4. Other sources	65.48	57.91	53.86	81.45	64.26	81.45
5. Total income	831.67	1320.42	995.53	915.56	808.12	848.37
Expenditures/pupil unit						
1. Administration	31.51	36.75	22.84	48.21	28.04	41.27
2. Instruction	464.23	524.60	454.24	588.31	520.58	523.66
3. Health	3.80	3.96	3.84	3.56	1.60	3.56
4. Operation	61.37	59.44	58.33	52.25	66.43	44.54
5. Maintenance	29.30	24.39	23.27	23.97	19.82	20.44
6. Fixed charges	38.54	42.98	40.79	88.26	58.14	74.17
7. Other services	7.67	8.53	7.72	29.49	2.88	30.75
8. Net Current Expenditures	636.42	700.65	611.03	833.95	696.49	738.70
9. Transportation	45.24	44.89	46.73	67.63	35.43	57.92
10. Capital outlay	44.58	48.43	35.82	60.83	15.43	54.07
11. Debt service	88.07	84.14	96.94	105.36	62.49	85.14
12. Total Expenditures	814.31	878.11	790.52	1067.77	810.04	935.83
13. Total Pupil Units	4655	5170	5570	2793		3458

14. Income-Expenditure pupil units= $\frac{\text{Budget amount}}{\text{No. pupil units=Elem. ADA + 1.3 X High School ADA(grade 7-12)}}$

* denotes estimated budgets

(table Fl_a)

CONTINUATION OF THE EXISTING PROGRAM

BUDGET CATEGORIES (Expenditures)

SCHOOL YEAR

	1968-69	1969-70	1970-71	1971-72*	CEI Region 3 1971-72*	1972-73*
1. Administration	31.51	36.75	22.84	48.21	28.04	41.27
Prof. salaries	17.78	27.66	8.60	25.62	13.22	21.95
Clerks & secretaries	8.77	4.08	7.34	7.31	7.35	6.95
Other expenditures	4.96	5.01	6.90	15.28	7.47	12.33
2. Instruction	464.23	524.60	454.24	588.31	520.58	523.66
Classroom teachers	357.01	412.78	356.46	435.22	415.90	393.31
Other professionals	54.26	61.00	59.98	67.38	51.26	59.34
Clerks & secretaries	16.56	20.54	16.93	15.92	13.38	13.64
Textbooks	12.74	11.45	18.40	15.53	5.44	16.46
Other teaching materials	12.89	18.83	6.55	17.83	17.32	13.70
Other expenditures	10.77	14.60	4.08	36.83	17.69	31.20
3. Health	3.80	3.96	3.81	3.56	1.60	3.05
Prof. salaries	3.59	3.85	3.73	3.39	1.25	2.91
Other expenditures	0.21	0.11	0.11	0.17	0.35	0.14
4 Operation	61.37	59.44	58.33	52.25	66.43	44.54
Custodial salaries	33.34	32.84	32.71	30.24	34.16	25.90
Heat	7.32	6.97	7.59	5.72	9.67	5.78
Other utilities	15.44	15.53	15.01	12.89	13.88	10.99
Other expenditures	5.07	4.20	3.02	3.40	8.72	2.75
5 Maintenance	29.30	24.39	23.27	23.87	18.82	20.44
Maintenance salaries	19.25	21.20	19.55	14.32	6.00	12.26
Other expenditures	10.05	3.19	3.72	9.55	12.82	8.18
6. Fixed charges	38.54	42.98	40.79	88.26	58.14	74.17
Retirement funds	9.84	8.86	10.83	10.30	41.11	8.66
Other expenditures	28.70	34.12	29.96	77.96	17.03	65.51
7. Other services	7.67	8.53	7.72	29.49	1.81	30.75
8 Net Current Expenditures	636.42	700.65	611.03	833.95	695.42	738.70
9. Transportation	45.24	44.89	46.73	67.63	35.43	57.92
10. Capital outlay	44.58	48.43	35.82	60.93	15.43	54.07
11. Debt service	88.07	84.14	96.94	105.36	62.69	85.14
Principal	-	-	-	84.80	35.67	68.52
Interest	-	-	-	20.56	27.02	16.47
12 Total Expenditures	814.31	878.11	790.52	1067.77	808.97	935.83

*denotes estimated budgets

(table F_2)

45-15 PLAN WITHOUT DOUBLE SESSIONS

BUDGET CATEGORIES	SCHOOL YEAR				CEI Region 3	
	1968-69	1969-70	1970-71	1971-72*	1971-72*	1972-73*
Income/pupil unit						
1. Local taxation	680.54	1173.13	862.94	718.72	459.31	679.35
2. State sources	57.27	62.20	78.83	101.67	276.38	101.67
3. Federal Government	28.38	27.18	35.06	13.71	8.17	13.71
4. Other sources	65.48	57.91	53.86	81.45	44.26	81.45
5. Total income	831.67	1320.42	995.53	915.54	808.12	876.78
Expenditures/pupil unit						
1. Administraion	31.51	36.75	22.84	48.21	28.04	41.27
2. Instruction	464.23	524.60	454.24	588.31	520.58	642.67
3. Health	3.80	3.96	3.84	3.56	1.60	4.06
4. Operation	61.37	59.44	58.33	52.25	66.43	58.72
5. Maintenance	29.30	24.39	23.27	23.87	19.82	22.56
6. Fixed charges	38.54	42.98	40.79	88.26	58.14	79.78
7. Other services	7.67	8.53	7.72	29.49	2.88	35.61
8. Net Current Expenditures	636.42	700.65	611.03	833.95	696.49	873.79
9. Transportation	45.24	44.89	46.73	67.63	35.43	77.14
10. Capital outlay	44.58	48.43	35.82	60.83	15.43	63.12
11. Debt service	88.07	84.14	96.94	105.36	62.59	157.43
12. Total Expenditures	814.31	878.11	790.52	1067.77	810.04	1171.37
13. Total Pupil Units	4655	5170	5570	2793		3458

*denotes estimated budgets

(table F_{2a})

45-15 PLAN WITHOUT DOUBLE SESSIONS

BUDGET CATEGORIES (Expenditures)	SCHOOL YEAR					
	1968-69	1969-70	1970-71	1971-72*	CEI Region 3 1971-72*	1972-73*
1 Administration	31 51	36.75	22 94	48 21	28 74	41 27
Prof. salaries	17 78	27.66	8 60	25.62	13 22	21 95
Clerks & secretaries	8.77	4.08	7.34	7.31	7 35	6 25
Other expenditures	4.96	5.01	6.90	15 28	7 47	12 33
2 Instruction	464.23	524.60	454.24	588.31	520 58	642 67
Classroom teachers	357.01	412.78	356.46	435.22	415 90	496 22
Other professionals	54.26	61.00	59.98	67.38	51 26	60.43
Clerks & secretaries	16.56	20.54	16.93	15.92	13 38	18.19
Textbooks	12.74	11.45	18.40	15.53	5 44	14 46
Other teaching materials	12.89	18.83	6.55	17.83	17 32	14 52
Other expenditures	10.77	14.60	4 08	36 83	17.69	33 07
3 Health	3.80	3.96	3.81	3 56	1.60	4 06
Prof. salaries	3.59	3 85	3.73	3 39	1 25	3 89
Other expenditures	0 21	0.11	0.11	0.17	0 35	0 17
4 Operation	61.37	59.44	58.33	52.25	66.43	58.72
Custodial salaries	33.34	32 84	32.71	30.24	34.16	29 79
Heat	7.32	6.87	7.59	5.72	9 67	5.78
Other utilities	15 64	15.53	15.01	12.89	13.88	21.40
Other expenditures	5.07	4.20	3.02	3.40	8.72	2.75
5. Maintenance	29 30	24.39	23 27	23.97	18.82	22.56
Maintenance salaries	19.25	21.20	19.55	14.32	6 00	12 26
Other expenditures	10.05	3.19	3.72	9.55	12.82	10.30
6. Fixed charges	38.54	42.98	40.79	88.26	58.14	79 08
Retirement funds	9.84	8.86	10.83	10.30	41.11	9 16
Other expenditures	28.70	34.12	29.96	77.96	17.03	69.92
7. Other services	7.67	8.53	7.72	29.49	1.81	35 61
8. Net Current Expenditures	636.42	700.65	611.03	833.95	695.42	873.79
9. Transportaion	45.24	44.89	46.73	67.63	35.43	77 14
10. Capital outlay	44.58	48.43	35.82	60.83	15.43	63 12
11. Debt service	88.07	84.14	96.94	105.36	62.69	157 43
Principal	-	-	-	84.80	35.67	104 67
Interest	-	-	-	20.56	27.02	52 76
12. Total Expenditures	814.31	878.11	790.52	1067.77	808.97	1171 37

*denotes estimated budgets

(table 3)

45-15 PLAN WITH DOUBLE SESSIONS

BUDGET CATEGORIES	SCHOOL YEAR					
Income/pupil unit	1968-69	1969-70	1970-71	1971-72*	CEI Region 3 1971-72*	1972-73*
1. Local taxation	680.54	1173.13	862.84	718.72	459.31	679.35
2. State sources	57.27	62.20	78.83	101.67	274.38	101.67
3. Federal Government	29.38	27.18	35.06	13.71	8.17	13.71
4 Other sources	65.48	57.91	53.86	81.45	44.26	81.45
5. Total income	831.67	1320.42	995.53	915.56	808.12	876.08
Expenditures/pupil unit						
1. Administration	31.51	35.75	22.84	48.21	28.04	41.27
2. Instruction	454.23	524.60	454.24	588.31	520.58	643.67
3. Health	3.80	3.96	3.84	3.56	1.60	4.06
4 Operation	61.37	59.44	58.33	52.25	66.43	58.68
5. Maintenance	29.30	24.39	23.27	23.87	18.82	23.56
6 Fixed charges	38.54	42.98	40.79	88.26	58.14	79.09
7 Other services	7.67	8.53	7.72	29.49	2.88	30.75
8. Net Current Expenditures	636.42	700.65	611.03	833.95	696.49	881.07
9. Transportation	45.24	44.89	46.73	67.63	35.43	77.14
10 Capital outlay	44.58	48.43	35.82	60.83	15.43	54.07
11 Debt service	88.07	84.14	96.94	105.36	62.69	94.25
12 Total Expenditures	814.31	878.11	790.52	1067.77	810.04	1106.53
13. Total Pupil Units	4655	5170	5570	2793		3458

*denotes estimated budgets

(table F_{3a})

45-15 PLAN WITH DOUBLE SESSIONS

BUDGET CATEGORIES (Expenditures)

	SCHOOL YEAR					
					CEI Region 3	
	1968-69	1969-70	1970-71	1971-72*	1971-72*	1972-73*
1. Administration	31.51	36.75	22.84	48.21	28 04	41 27
Prof. salaries	17.78	27.66	8 60	25.62	13.22	21 95
Clerks & secretaries	8.77	4.08	7.34	7 31	7 35	6.25
Other expenditures	4.96	5 01	6 90	15.28	7 47	12 33
2. Instruction	464.23	524.60	454.24	588.31	520.58	643 67
Classroom teachers	357.01	412.78	356.46	435.22	415.90	496 22
Other professionals	54.26	61.00	59.98	67.38	51 26	60 43
Clerks & secretaries	16.56	20.54	16.93	15.92	13.38	18 19
Textbooks	12.74	11.45	18.40	15.53	5.44	19.46
Other teaching materials	12.89	18.83	6.55	17.83	17.32	14.52
Other expenditures	10.77	14.60	4.08	36.83	17.69	33 07
3. Health	3.80	3.96	3.81	3.56	1 60	4 06
Prof. salaries	3.59	3.85	3.73	3.39	1.25	3 89
Other expenditures	0.21	0.11	0.11	0.17	0.35	0 17
4. Operation	61.37	59.44	58.33	52 25	66.43	58 68
Custodial salaries	33.34	32.84	32.71	30.24	34.16	25 90
Heat	7.32	6.87	7.59	5.72	9.67	5 78
Other utilities	15.64	15.53	15.01	12.89	13.88	24 25
Other expenditures	5.07	4.20	3.02	3.40	8 72	2 75
5. Maintenance	29.30	24.39	23.27	23.87	19.82	23 56
Maintenance salaries	19.25	21.20	19.55	14.32	6.00	12 26
Other expenditures	10.05	3.19	3.72	9.55	12.82	11 30
6. Fixed charges	38.54	42.98	40.79	88.26	58.14	79.08
Retirement funds	9.84	8.86	10.83	10.30	41.11	9.16
Other expenditures	28.70	34.12	29.96	77.96	17.03	69 92
7. Other services	7.67	8.53	7.72	29.49	1.81	30.75
8. Net Current Expenditures	636.42	700.55	611.03	833.95	695 42	881.07
9 Transportation	45.24	44.89	46.73	67.63	35.43	77 14
10. Capital outlay	44.58	48.43	35.82	60.83	15.43	54.07
11 Debt service	89.07	84.14	96.94	105 36	62.69	94 25
Principal	-	-	-	84.80	35 67	77 19
Interest	-	-	-	20.56	27.02	17 90
12. Total Expenditures	814.31	878.11	790 52	1067.77	808 97	1106 53

*denotes estimated budgets

(table F_4)

STAGGERED QUARTERS YEAR ROUND OPERATION

BUDGET CATEGORIES	SCHOOL YEAR					
					CEI Region 3	
Income/pupil unit	1968-69	1969-70	1970-71	1971-72*	1971-72*	1972-73*
1. Local taxation	680.54	1173.13	862.84	718.72	459.31	679 35
2. State sources	57.27	62.20	78.83	101.67	276.38	101.67
3 Federal government	28.38	27.18	35.06	13.71	8.17	22 84
4. Other sources	65.48	57.91	53.86	81.45	54.26	113 05
5. Total income	831.67	1320.42	995.53	915 56	808 12	916 91
Expenditures/pupil unit						
1. Administration	31.51	36.75	22.84	48.21	28.04	42 59
2 Instruction	464.23	524.60	454.24	588.31	520.58	656 59
3. Health	3.80	3.96	3.84	3.56	1.60	4.06
4 Operation	61.37	59.44	58.33	52.25	66.43	59.72
5. Maintenance	29.30	24.39	23.27	23.87	18.82	22 56
6 Fixed charges	38.54	42.98	40.79	88 26	58.14	79 08
7. Other services	7.67	8.53	7.72	29 49	2.89	35 41
8 Net Current Expenditures	636.42	700.65	611.03	833.95	696.49	897 31
9. Transportation	45.24	44.89	46 73	67.63	35.43	81 49
10 Capital outlay	44 58	48.43	35.82	60.83	15.43	43 12
11 Debt service	88.07	84.14	96.94	105.36	62.69	157 43
12. Total Expenditures	814.31	878.11	790.52	1067.77	810.04	1202 23
13. Total Pupil units	4655	5170	5570	2793		3459

*denotes estimated budgets

(table F_{4a})

BUDGET CATEGORIES (Expenditures)

SCHOOL YEAR

		1968-69	1969-70	1970-71	1971-72*	CEI Region 3 1971-72*	1972-73*
1.	Administration	31.51	36.75	22.84	48.21	28.04	42.58
	Prof. salaries	17.78	27.66	8.60	25.62	13.22	22.95
	Clerks & secretaries	8.77	4.08	7.34	7.31	7.35	6.30
	Other expenditures	4.96	5.01	6.90	15.28	7.47	12.59
2.	Instruction	464.23	524.60	454.24	588.31	520.58	656.59
	Classroom teachers	357.01	412.78	356.46	435.22	415.90	507.76
	Other professionals	54.26	61.00	59.98	67.38	51.26	61.63
	Clerks & secretaries	16.56	20.54	16.93	15.92	13.38	18.19
	Textbooks	12.74	11.45	18.40	15.53	5.44	19.46
	Other teaching materials	12.89	18.83	6.55	17.83	17.32	14.52
	Other expenditures	10.77	14.60	4.08	36.83	17.69	35.03
3	Health	3.80	3.96	3.81	3.56	1.60	4.06
	Prof. salaries	3.59	3.85	3.73	3.39	1.25	3.89
	Other expenditures	0.21	0.11	0.11	0.17	0.35	0.17
4.	Operation	61.37	59.44	58.33	52.25	66.43	59.72
	Custodial salaries	33.34	32.84	32.71	30.24	34.16	29.79
	Heat	7.32	6.87	7.59	5.72	9.67	5.78
	Other utilities	15.64	15.53	15.01	12.89	13.88	21.40
	Other expenditures	5.07	4.20	3.02	3.40	8.72	2.75
5.	Maintenance	29.30	24.39	23.27	23.87	18.82	22.56
	Maintenance salaries	19.25	21.20	19.55	14.32	6.00	12.26
	Other expenditures	10.05	3.19	3.72	9.55	12.82	10.30
6	Fixed charges	38.54	42.98	40.79	88.26	58.14	79.08
	Retirement funds	9.84	8.86	10.83	10.30	41.11	9.16
	Other expenditures	28.70	34.12	29.96	77.96	17.03	69.92
7.	Other services	7.67	8.53	7.72	29.49	1.81	35.61
8.	Net Current Expenditures	636.42	700.65	611.03	833.95	695.42	900.20
9	Transportation	45.24	44.89	46.73	67.63	35.43	81.48
10	Capital outlay	44.58	48.43	35.82	60.87	15.43	63.12
11	Debt service	88.07	84.14	96.94	105.36	62.69	157.43
	Principal	-	-	-	84.80	35.67	104.67
	Interest	-	-	-	20.56	27.02	52.61
12	Total Expenditures	814.31	878.11	790.52	1067.77	808.97	1202.23

*denotes estimated budgets

(table F_5)

COMPARISON OF COST OF EDUCATION
VALLEY VIEW HIGH SCHOOL
DISTRICT #211

BUDGET CATEGORIES (expenditures)	1968-69	1969-70	1970-71	1971-72*	CEI 1971-72*	Obj.4a 1972-73*	Obj.4b 1972-73*	Obj.4c 1972-73*	Obj 4d 1972-73*
1 Administration	31.51	36.75	22.84	48.21	28.04	41.27	41.27	41.27	42.58
Prof. salaries	17.78	27.66	8.60	25.62	13.22	21.95	21.95	21.95	22.95
Clerks & secretaries	8.77	4.08	7.34	7.31	7.35	6.25	6.25	6.25	6.30
Other expenditures	4.96	5.01	6.90	15.28	7.47	12.33	12.33	12.33	12.59
2 Instruction	464.23	524.60	454.24	588.31	520.58	523.66	643.67	643.67	656.59
Classroom teachers	357.01	412.78	356.46	435.22	415.90	383.31	496.22	496.22	507.76
Other Professionals	54.26	61.00	59.98	67.38	51.26	59.34	60.43	60.43	61.63
Clerks & secretaries	16.56	20.54	16.93	15.92	13.38	13.64	18.19	18.19	18.19
Textbooks	12.74	11.45	18.40	15.53	5.44	16.46	16.46	16.46	19.46
Other teaching materials	12.89	18.83	6.55	17.83	17.32	13.70	14.52	14.52	14.52
Other expenditures	10.77	14.60	4.08	36.43	17.69	31.20	33.07	33.07	35.03
3. Health	3.80	3.96	3.84	3.56	1.60	3.05	4.06	4.06	4.06
Professional salaries	3.59	3.85	3.73	3.39	1.25	2.91	3.89	3.89	3.89
Other expenditures	0.21	0.11	0.11	0.17	0.35	0.14	0.17	0.17	0.17
4 Operation	61.37	59.44	58.33	52.25	66.43	44.54	58.72	58.68	59.72
Custodial salaries	33.34	32.84	32.71	30.24	34.16	25.90	29.79	25.90	29.79
Heat	7.32	6.87	7.79	5.72	9.67	5.78	5.78	5.78	5.78
Other utilities	15.64	15.53	15.01	12.89	13.88	10.99	21.40	24.25	21.40
Other expenditures	5.07	4.20	3.02	3.40	8.72	2.75	2.75	2.75	2.75
5. Maintenance	29.30	24.39	23.27	23.87	18.92	20.44	22.56	23.56	22.56
Maintenance salaries	19.25	21.20	19.55	14.32	6.00	12.26	12.26	12.26	12.26
Other expenditures	10.05	3.19	3.72	9.55	12.82	8.18	10.30	11.30	10.30
6 Fixed charges	38.54	47.98	40.79	88.26	58.14	74.17	79.09	79.09	79.09
Retirement funds	9.84	8.86	10.83	10.30	41.11	8.66	9.16	9.16	9.16
Other expenditures	28.70	34.12	29.96	77.96	17.03	65.51	69.92	69.92	69.92
7 Other services	7.67	8.53	7.72	29.49	1.91	30.75	35.61	30.75	35.61
8 Net Current Expenditures	636.42	700.65	611.03	833.95	695.42	738.70	873.79	881.07	900.20
9 Transportation	45.24	44.89	46.73	67.63	35.43	57.92	77.14	77.14	81.48
10 Capital outlay	44.58	48.43	35.82	60.83	15.43	54.07	63.12	54.07	63.12
11 Debt service	88.07	94.14	96.94	105.36	42.69	85.14	157.43	94.25	157.43
Principal				84.80	35.67	68.52	104.67	77.10	104.67
Interest				20.56	27.02	16.47	52.76	16.90	52.41
12. Total expenditures	814.31	878.11	790.52	1067.77	808.97	935.83	1171.37	1106.53	1202.23
13. Total pupil units	4455	5170	5570	2793		3459	3459	3459	3459

*denotes estimated budgets

APPENDIX C

BOARD OF EDUCATION SURVEY

Impact of 45-15 Plan:

Below are listed many kinds of information that could be collected about changes. Please go through the list and circle each item that you believe is essential information to collect--so essential that some local district funds ought to be used to obtain the information, if no other way can be found to carry out the evaluation.

CHANGES IN:

1. Number, length, and types of vacations that families take each year.

2. Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.

3. Average number of days each teacher works during one calendar year.

4. Recreation and amusement programs in the community.

5. Absenteeism, truancy, and juvenile delinquency.

6. Behavior of teachers (e.g., irritableness, emotional outbursts, fairness, etc.), based on judgements of students.

7. Attitudes of students toward school, based on self-reports (e.g., questionnaires).

8. Costs of building maintenance and major repairs.

9. Community church programs.

10. Kinds of families moving into and out of the community.

11. Kinds of work and amount of time worked by mothers.

12. Cost per child for teachers and other personnel.

13. Loneliness felt by children during vacations.

14. Kinds and amounts of further training chosen by teachers and administrators.

15. Friends chosen by students.

16. Cost of school transportation and air conditioning.

17. What students do during vacation periods.

18. Summer month attitudes of students and teachers, including amounts of absenteeism.

19. Industries attracted to the school district.

20. Attitudes of parents toward the schools, based on interviews.

21. Student achievement tests.

22. Changes in teacher characteristics, such as sex, age, and background.

23. Parent involvement in school activities.

24. Teacher demands as expressed in teacher-school board negotiations.

25. Costs of building construction.

26. New instructional techniques used by teachers.

27. Trust of parents in the work of the teachers.

28. Career interests of students.

29. Willingness of taxpayers to provide financial support to the schools.

30. Cost of total program (per student) as compared to statewide figures for various kinds of districts.

31. Size of classes, and variations in size.

32. Characteristics of the school administrators and school board members (length of service, sex, occupation, etc.).

33. Costs of teacher substitutes, classroom aides, and other supportive personnel services.

34. Student-Teacher-parent conferences.

35. Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) and commitment to solve them.

36. Costs of instructional materials and equipment.

37. Friendships among children and among families.

38. Use of cumulative folders and other information on students by teachers and others.

39. Achievement test scores by drop-out prone and highly gifted children.

APPENDIX D

COMMUNITY SURVEY FORM

FOR CONTINUOUS-YEAR

HIGH SCHOOL OPERATION

1. Do you have children enrolled in District 211 High School this year?
   _____yes _____no

2. Do you have children enrolled in District 96 Elementary or Junior High School this year?
   _____yes _____no

3. Do you approve of double sessions at the High School?
   ____Strongly approve ____Mildly approve
   ____Indifferent ____Mildly disapprove
   ____Strongly disapprove

4. What is your reaction to the 45-15 Plan for District 211?
   ____Highly favorable ____Mildly favorable
   ____Indifferent ____Mildly unfavorable
   ____Highly unfavorable

5. Do you feel the 45-15 Plan at the High School will effect your child's chances for employment?
   ____Adverse effect ____Helpful effect
   ____Don't know

6. Did (will) the 45-15 Plan effect your vacation pattern?
   ____yes ____no ____don't know

7. The benefits of the 45-15 Plan split-vacations over the traditional three month summer vacation are(will be): Check as many as are true.

   ____(1) Children do not forget as much during a three <u>week</u> vacation period.
   ____(2) Children are more ready to go back to school.
   ____(3) Children are more involved with winter sports such as skating and skiing.
   ____(4) Family can take vacation during any season of the year.
   ____(5) Children are easier to put up with during four short vacations rather than one long vacation.
   ____(6) Other: _____

   _____

3. Has (will) the 45-15 Plan caused any change in your household budget for items such as clothing, spending money, baby sitting, or food?

____1. Spent more money
____2. Spent less money
____3. No changes
____4. Other: _____
____5. Don't know yet

9. Please list any short-comings or problems presented by the 45-15 Plan which you have heard of and which you think should be solved before you would support the plan.

_____

_____

10. Can you think of anything that might change your present opinion of the 45-15 Plan?
_____yes _____no

11. If Yes on #8, what might be the reason? _____

_____

12. Do any of your family strongly disagree with you about the worth of the 45-15 Plan?
_____yes _____no _____don't know

13. What do you think were the major reasons for the School Board adopting the 45-15 Plan for the high school?
____(1) Save building costs
____(2) Save instructional costs
____(3) Save administrative costs
____(4) Save heating costs
____(5) Improve instruction
____(6) Raise yearly salaries of teachers who will work 12 months
____(7) Bring more men teachers into the school district
____(8) Help families to have vacations in all seasons of the year
____(9) Over-crowded classrooms
_____(10) Other: _____

_____

14. Do you read most of the news articles on the 45-15 Plan?

_____yes _____no

15. If achievement tests show that students learned more under the 45-15 Plan, but no money was saved, would you then support the Plan?

_____yes _____no

16. Do you know how your child feels towards the 45-15 Plan?

____Strong support ____Indifferent ___Don't know

17. Does how your child feel toward 45-15 influence your opinion of the plan?

_____yes _____no

18. What do you feel will be the most serious problems that will need to be solved for the new High School District?

____Transportation
____Varsity Sports Program
___ Subject Offering Available
___Over-crowded Classrooms
___ School Policies
___ Finances
____Lunch Program
____Double Shifts
____Student Employment
____Student Drop-out
____Student Discipline
____Student Absenteesm

19. Would you vote for higher taxes to avoid the 45-15 Plan?

_____yes _____no

20. What <u>overall</u> rating would you give to the high school:

____excellent ____average ____very poor
____good ____poor

21. Do you approve of a unit district for Districts 96 and 211?

_____approve _____disapprove

22. Do you approve of the building of an additional high school in District 211?

_____approve _____disapprove

23. Who are you: ____Father ____Mother

____Both Mother, Father ____Other

24. What is your overall rating of the 45-15 Plan?
____excellent ____average ____very poor
____good ____poor ____no opinion

25. How many years have you lived in this community?

_____years

APPENDIX E
45-15

HIGH SCHOOL STAFF SURVEY FORM

1. My reaction to the 45-15 planning of District #211 is:
_____favorable _____unfavorable _____mixed

2. My reason(s) is: _____

_____

_____

3. I would like to receive the following form of contract under 45-15:
____(184 days) ____(244 days)

____(more than 184 days, but less than 244 full year).

4. The major problems for teachers under 45-15 will be:

____Teaching contracts
____Salary
____Teaching load
____Curriculum adjustments
____Fatigue factors
____Attitudes
____Morale
____Other (please specify)
_____

_____

5. I may look elsewhere for a job when the high school goes to 45-15 planning:
____Yes ____No ____Wait and See

6. The major problem facing the new school board of District #211 is:

_____

_____

_____

7. To date my understanding of the 45-15 Plan is:
____Excellent ____Good ____Fair ____Poor

8. I think it will be harder to teach under 45-15 because (list reasons):

_____

_____

_____

9. I think it will be easier to teach under 45-15 because (list reasons):

_____

_____

_____

10. In service training for 45-15:
____Will not be needed ____Will be needed

11. I am a: _____Man _____Woman

12. My age is: 20-24____ 25-29____ 30-34____
35-39____ 40-44____ 45-49____
50+____

13. The number of years I have in teaching are:

____0 thru 5 ____6 thru 10 ____11 thru 15
____15 thru 20 ____20 and above

APPENDIX F

ILLINOIS HIGH SCHOOL PRINCIPALS SURVEY FORM

1. Please check one of the three appropriate columns for each item below as it would appear to you if your school were to operate under a continuous year plan such as 45-15. If you feel an area may be a violation of existing state code, please put an asterisk (*) in the fourth column.

	No Problem	Problem	Serious Problem	*
A. Educational programs for special groups (gifted, handicapped, etc.)	____	____	____	____
B. Annual budget	____	____	____	____
C. Debt limitations	____	____	____	____
D. Employment of teachers	____	____	____	____
E. Duties of teachers	____	____	____	____
F. Pupil attendance	____	____	____	____
G. Courses of study	____	____	____	____
H. Textbook usage	____	____	____	____
I. Transportation	____	____	____	____
J. Lunch program	____	____	____	____
K. Teacher pension fund	____	____	____	____
L. Teacher sick leave	____	____	____	____
M. Curriculum	____	____	____	____
N. Varsity sports program	____	____	____	____
O. Scheduling	____	____	____	____
P. Student employment	____	____	____	____
Q. Other _____	____	____	____	____

2. If you have checked column 4, possible violation of state code, please give a brief description of the violation.

item _____ violation _____

_____

item _____ violation _____

3. If you have rated any item in number 1 as a serious problem for your school, and assuming you are forced to accept a year-round plan such as 45-15, what would be your solution to that problem?

item _____ solution _____

_____

item _____ solution _____

_____

4. Our district is:
____rural ____urban _____suburban

5. We have _____students in high. (Use 1971-72 figures).

6. Our high school has grades _____thru _____.

This section of the questionnaire pertains to Illinois scholastic High School activities.

The Board of Directors, Illinois High School Association has ruled the following:

"that inasmuch as two 45-day periods comprise the equivalent of one semester students who successfully carry fifteen hours of work for two of these periods consecutively may satisfy the requirements of By-law A-1-3. Furthermore, the weekly eligibility of athletes, under the provisions of By-law A-1-2, can be met in the 45-15 Plan just as in the regular school year program by determining whether the student is carrying fifteen hours of work on the day the weekly check is made."

"that students may be eligible to participate during their fifteen day vacations provided they were eligible at the conclusion of the preceeding 45-day period. However, if an athlete is ineligible at the end of a 45-day period, he may not regain eligibility until he has re-established fifteen hours of passing work following his vacation. All practices during this fifteen day period must be the kind and frequency that would be held if the student were attending classes."

7. If your school were to operate under the 45-15 Plan next year how would you rate the above decision?

   A. To my advantage_____
   B. To my opponent's advantage _____
   C. To no ones advantage_____

8. If you checked item A or B above, please explain.

_____

_____

_____

_____

9. Please check one of the three appropriate columns for each item and category below as it would pertain to:

ATHLETICS

	No Problem	Problem	Serious Problem
A. Transportation	_____	_____	_____
B. Transfer Students	_____	_____	_____
C. Contest Scheduling	_____	_____	_____
D. Eligibility Requirements	_____	_____	_____
E. Practice Sessions	_____	_____	_____
F. Other	_____	_____	_____
G. Other	_____	_____	_____
H. Other	_____	_____	_____

MUSIC

	No Problem	Problem	Serious Problem
A. Transportation	____	____	____
B. Transfer Students	____	____	____
C. Contest Scheduling	____	____	____
D. Eligibility Requirements	____	____	____
E. Practice Sessions	____	____	____
F. Other	____	____	____
G. Other	____	____	____
H. Other	____	____	____

SPEECH

	No Problem	Problem	Serious Problem
A. Transportation	____	____	____
B. Transfer Students	____	____	____
C. Contest Scheduling	____	____	____
D. Eligibility Requirements	____	____	____
E. Practice Sessions	____	____	____
F. Other	____	____	____
G. Other	____	____	____
H. Other	____	____	____

10. Additional Comments:

_____

_____

_____

_____

APPENDIX G

TEACHER UNION SURVEY FORM

1. The position our organization would take if our district approved the acceptance of continuous year operation (staggered quarter, 45-15, or other) would be:
   _____Positive _____Negative

2. Our reason(s) would be: _____

   _____

   _____

3. The community we serve is (check one)
   _____rural _____urban _____suburban

4. The type of district we serve is:
   K-8 _____ 9-12 _____ K-12 _____

5. The number of teachers in our organization is (use 1971-72 figures): _____

6. The major problems for teachers under a continuous year operation would be:

   ____retirement plan
   ____tenure
   ____sick leave
   ____contractual agreements
   ____salary
   ____teaching load
   ____fatigue factors
   ____attitude towards year-round operation
   ____other (please specify) _____
   _____

7. What percentage of your teachers (estimate) would prefer a 12 month contract with pro-rated salary?
   _____%

8. What percentage (estimate) of your teachers would leave your district if it adopted the continuous year plan?
   _____%

9. What percentage of your teachers would approve or disapprove the continuous year plan?
_____% would approve _____% would disapprove

10. Other comments _____

_____

_____

APPENDIX H

Romeoville High School
45-15 Case Study #1
October 5, 1971

Department: Science
Chairman: James Hallick
Course: Adv. Chemistry
Instructor: James Dollinger

Advanced Chemistry is a half-unit course, one sections of which is now being offered in each semester of the 1971-72 school year. The course is in a developmental stage in 1971-72 with the teacher, Mr. Dollinger, allowing students time for a good deal of independent work on selected projects.

Mr. Dollinger's analysis of the course objectives and the short period of experience gained thus far yielded this statement of time requirements for the 1972-73 schedule under 45-15:

1. All students will take a 6-week class unit in Organic Chemistry.

2. All students would work in Qualitative Analysis for a nine-week period, but on approximately a half-time basis in class.

3. Each student will select an independent research project and a term paper topic. The student will be allocated a twelve-week period in which to work approximately half-time on his research project. The term paper will be completed on an independent work basis but three weeks of approximately half-time class will be allocated to work on the term paper.

4. Work in Qualitative Analysis or on the term paper can proceed simultaneously with work on individual research projects. The student budgets his time on the basis of equipment availability in the laboratory and the accessability of research information collected from outside sources.

Assuming enrollment in the course does not grow sufficiently to warrant offering more than two sections, the following course plan indicates the way that students from the four attendance patterns would be grouped into the two sections and the class-time allocations for each section during the semester.

The two sections can be offered in the same semester at different periods or in alternate semesters. When actual enrollment figures are available (January, 1972) the department will make its final determination as to where the two semesters will appear in the 1972-73 master schedule.

ADVANCED CHEMISTRY - SECTION "X"

3 Week Time Units

---

3 WEEK TIME UNITS

ADVANCED CHEMISTRY - SECTION "X"

1	2	3	4	5	6	7	8
A	A	A		A	A	A	
D	D		D	D	D		D
ORGANIC CHEMISTRY		1. SELECTION OF PAPER & RESEARCH PROJECT TOPICS. 2. BEGIN WORK IN QUALITATIVE ANALYSIS		1. COMPLETE WORK IN QUALITATIVE ANALYSIS 2. CONTINUE WORK ON PROJECTS		EACH GROUP COMPLETES PROJECTS	
1. SELECTION OF PAPER & RESEARCH PROJECT TOPICS 2. BEGIN WORK IN QUALITATIVE ANALYSIS		1. COMPLETE WORK IN QUALITATIVE ANALYSIS 2. CONTINUE WORK ON PROJECTS		EACH GROUP COMPLETES PROJECTS		ORGANIC CHEMISTRY	
	B	B	B		B	B	B
C		C	C	C		C	C

3 WEEK TIME UNITS

APPENDIX I

Romeoville High School
45-15 Case Study #2
October 7, 1971

Department: Social Science
Chairman: Ed Murrie
Course: Behavioral Science
Instructor: John Ferak

Behavioral Science course is an amalgamation of topics previously covered in two other courses: Behavioral Disorders and Introduction to Behavioral Science. The course provides a half-unit of credit and currently there are three sections offered in each semester.

Mr. Ferak views the course as an opportunity for the student to familiarize himself with the "scientific method" as applied to an area of social studies. The specific topics covered are not considered essential to this objective but were chosen to be areas of interest and some importance to the student as well as allowing the demonstration of the scientific method at work.

Mr. Ferak plans the following three-week units:

1. adolescence
2. growing up in America
3. search for identity
4. Schizophrenia
5. prejudice
6. frontiers in behavioral science

It makes no difference in which sequence these six topics are presented. However, it is considered essential that every student in each class be working on the same material. The class emphasizes lecture and discussion and Mr. Ferak was also concerned about the number of different daily preparations the schedule would require if three sections were offered.

The following chart shows how one semester of the course would be scheduled. Each section meets at a different period. This model assumes that each student begins with unit #1 and progresses sequentially through unit #6, although that was not required by this instructor. The subscripts indicate the unit being covered during the particular period. Notice that at no time is more than two different preparations required. In fact, exactly half of the time all sections are working in the same unit.

You will notice that if 28 students, for example, are enrolled in each group, the instructor is covering a total of 112 students in this course, but only 84 at a time.

As a final comment, Mr. Ferak recommends that a quarter-unit of credit be awarded to students who complete any nine-week segment of the course.

BEHAVIORAL SCIENCE

3 Week Time Units:

BEHAVIORAL SCIENCE

3WEEK TIME UNITS:

1	2	3	4	5	6	7	8
			SECTION "X"				
A_1	A_2	A_3	D_3	D_4	D_5	C_5	C_6
			SECTION "Y"				
C_1	B_1	B_2	B_3	A_4	A_5	A_6	D_6
			SECTION "Z"				
D_1	D_2	C_2	C_3	C_4	B_4	B_5	B_6
			*	*			*

* Indicates that during this three-week period all students in all class sections are working on the same unit.

APPENDIX J

A SCHOOL BOARD PRESIDENT LOOKS AT THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN

By

A. Vito Martinez

On July 1, 1972, in Will County, Illinois, Valley View Community Unit School District 365 was officially created. This was the result of a referendum passed on May 20, 1972 to combine Valley View Elementary School District 96 and Valley View High School District 211. The residents of District 365 then elected a school board made up of six men who have served on other boards of education and one man whose concern and interest in education is very evident.

Prior to the official formation of District 365, both the elementary and the secondary school boards had directed all administrators to work as "one district" in ironing out as many wrinkles as possible prior to the actual joining of districts. All of the 8,000 students of Elementary School District 96 had been attending school under the Valley View 45-15 Continuous School Year Plan since June of 1970. The High School District 211 Board had directed its administration to put its 2,400 students on the 45-15 Plan commencing July 31, 1972. The decision to direct the two administrations to work as one proved to be a wise one. Immediately the high school could rely on the experience of the very same persons who in 1968 invented and nurtured the Valley View 45-15 Continuous School Year Plan to help implement the plan at Romeoville High School.

My enthusiasm for year round schools has not always been what it is today. Prior to ever entertaining the thought of serving on a board of education, I attended a public meeting called by the District 96 Board. This Board said that they were contemplating a move to avoid double sessions. The district had exhausted all bonding power for building. Hundreds of new families planned to move into the area. A kindergarten program to begin in 1970 was mandated by the legislature. The School Board explained the Valley View 45-15 Continuous School Year Plan. At the onset I became very apprehensive about such a re-scheduled school year because of established ways and natural resistance to change. What few questions I

could muster seemed adequately answered, and I decided to be open-minded and observe what impact this "newly contrived gimmick" would have on my family. (Already I had chosen the alternative of enrolling my children in parochial school if I detected flaws in this thing called the 45-15 Plan).

My daughter was not affected by the Plan in 1970 because she was to enroll in the high school. However, my ten year old son who was to begin the sixth grade afforded me an opportunity to carefully observe reactions to a revised school calendar. During his first 45 day session in school I noted the "snarl" on his face when he first left home in the morning. Gradually the snarl became a look of indifference, and after about 20 days I couldn't detect what it was that his face expressed. I noticed that he would return from school, jump into our plastic swimming pool, have supper, and go off to his Little League activities. In the evening he would study for a time and then be off to bed. About the 35th day of school he started a 10-9-8-7 countdown to the day school wold be out. "Ah!" I said to my wife, "he hates it". But after he was home for the first of his 15 vacation days (during the beautiful late September and early October weather, incidentally), he started another 7-6-5-4-3 ------ countdown to the day he could get back to school and all the good projects and friends he had there. His work in school went from excellent to outstanding; his enthusiasm fro school improved 300% (conservative estimate). After observing the attitudes of my son and his many friends, I soon became an advocate of the 45-15 Plan.

At the beginning the re-scheduled school year was viewed as an alternative to double sessions, a way to have full utilization of facilities, and as a financial advantage. However, as time progressed many of us became aware of many favorable side effects.

a. 45-15 scheduling has stimulated student interest in school subjects.

b. New types of staff scheduling have inspired staff morale and helped foster positive innovations in teaching techniques.

c. The 45-15 Plan has enabled us to update and improve our curriculum more rapidly.

d. Family vacation opportunities have been made more flexilbe. Every family in the community has a vacation of 23-28 calendar days in each season of the year. Many are using the non-tourist season to venture to uncrowded vacation spas.

e. If they choose to do so, most staff members can now work the year-round doing what they were trained to do.

It would be misleading to say that the transition to a new scheduling method has come about completely without some problems. The transition on the elementary school level was made without a major crisis because of the careful and long planning that went into it. After the 45-15 Plan had been developed and thoroughly scrutinized, the Board of Education made the decision to implement it. This was done with a two year notice to the residents and staff. During this two years, the necessary changes to curriculum,scheduling, and many other incidentals were worked out. It was a massive undertaking, but with everyone pulling together the job was done.

The decision by the high school board gave the administration only one year to implement the program. A longer notice, while feasible, was just not practical. The over-crowding in grades 9-12 was a severe problem.

Class scheduling and curriculum changes at the high school level were a whole new situation. As an example, where the high school had offered 80 courses in a school year, they now offered a total of 232.

Romeoville High School

1971-72	80 courses	
1972-73	129	9 week courses
	34	18 week courses
	69	36 week courses
	232	various types of courses

The teaching staff and administrators rolled up their sleeves and went to work. Questions had to be answered; conflicts had to be resolved; new procedures had to be formulated. A complete revision of the curriculum was presented to the students and parents in a booklet "45-15 Student Guide to Course Selection." Scheduling was worked out on paper.

Finally, the high school began operations under the 45-15 Plan. Instead of phasing in with four different starting dates, all high school students began on the same day. Three of the attendance groups were in school and the fourth group started with a vacation. The start of the high school was described as "chaotic but operational."

Contributing to the problems was the extensive remodeling work which was being carried on. A large protion of the center of the building is being structurally modified; all classrooms are being air conditioned; more space is being built onto the building.

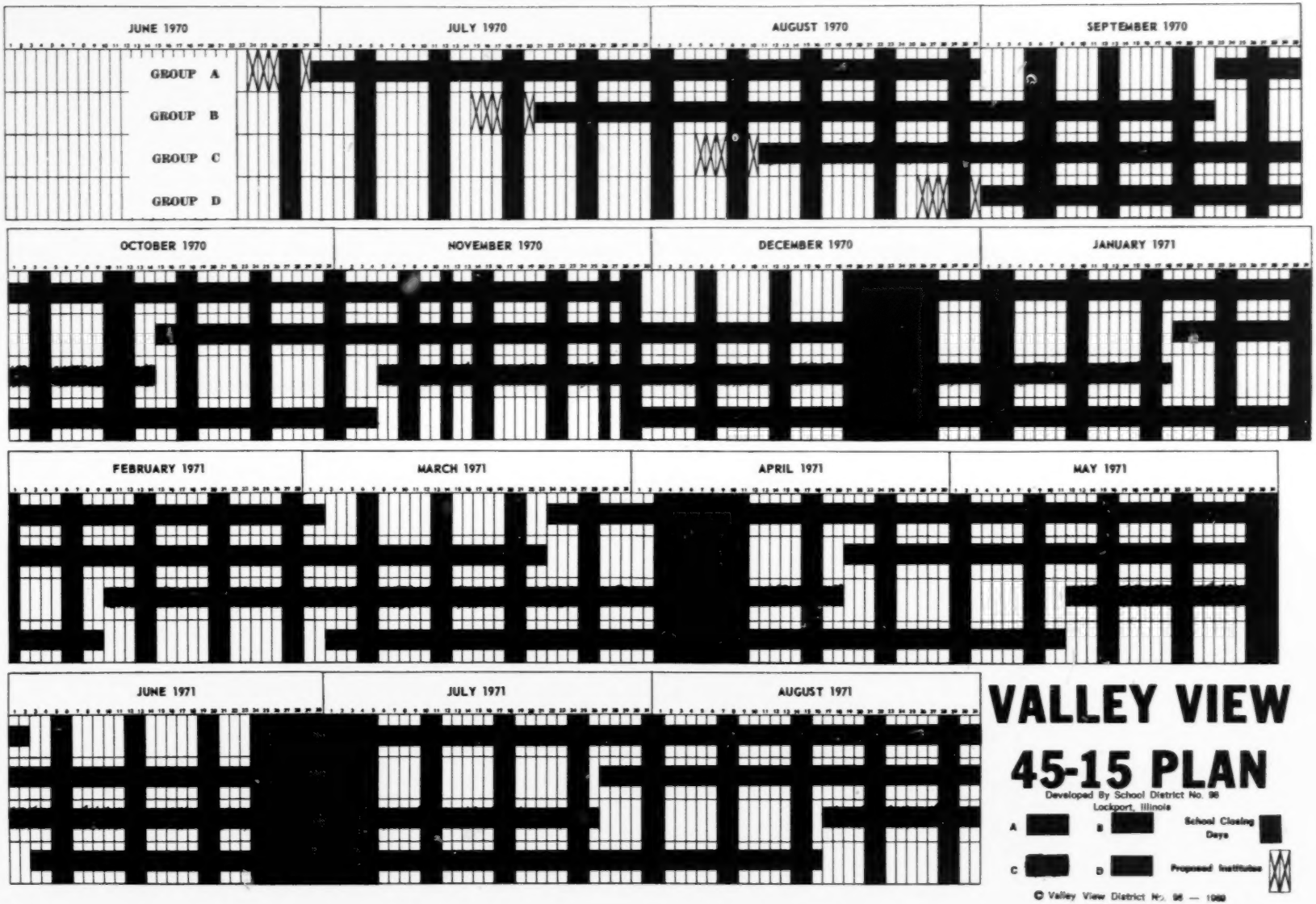
At its best the scheduling for a large high school is difficult, and there was much "weeping, wailing and gnashing of teeth" before all of the problems of room/teachers/students were worked out. However, after two weeks things looked about 95% normal.

Romeoville High School was the first high school in the nation to go on the Valley View 45-15 Continuous School Year Plan. There was nowhere to go for advice. All remedies had to be prescribed, filled, and consumed right on the spot.

Since the implementation of the Valley View 45-15 Continuous School Year Plan the residents have had many occasions to express themselves on bond referendums, school board elections, unit district formation and public hearings. Every Bond Issue passed and every school board candidate who endorsed the 45-15 Plan has been successful. Any significant opposition to our year round school operation would already have shown itself. However, the fact that it hasn't indicates public acceptance.

If any change from apprehension to acceptance of the Valley View 45-15 Continuous School Year Plan can be explained it must at least include the following: The ever climbing pupil enrollment throughout the nation and the apparent lack of public support for additional classroom space demands that school officials take a hard look at ways to gain full utilization of the space presently available to them. Educational, Financial, and Community

Acceptance factors must be weighed against the alternatives. If this is done openly and honestly with full participation by the teaching staff, parents, business community, and students, then I sincerely feel that even the biggest skeptic will eventually be ready to accept "a newly contrived gimmick."



VALLEY VIEW

45-15 PLAN

Developed By School District No. 96
Lockport, Illinois

A B C D

School Closing Days

Proposed Institutes

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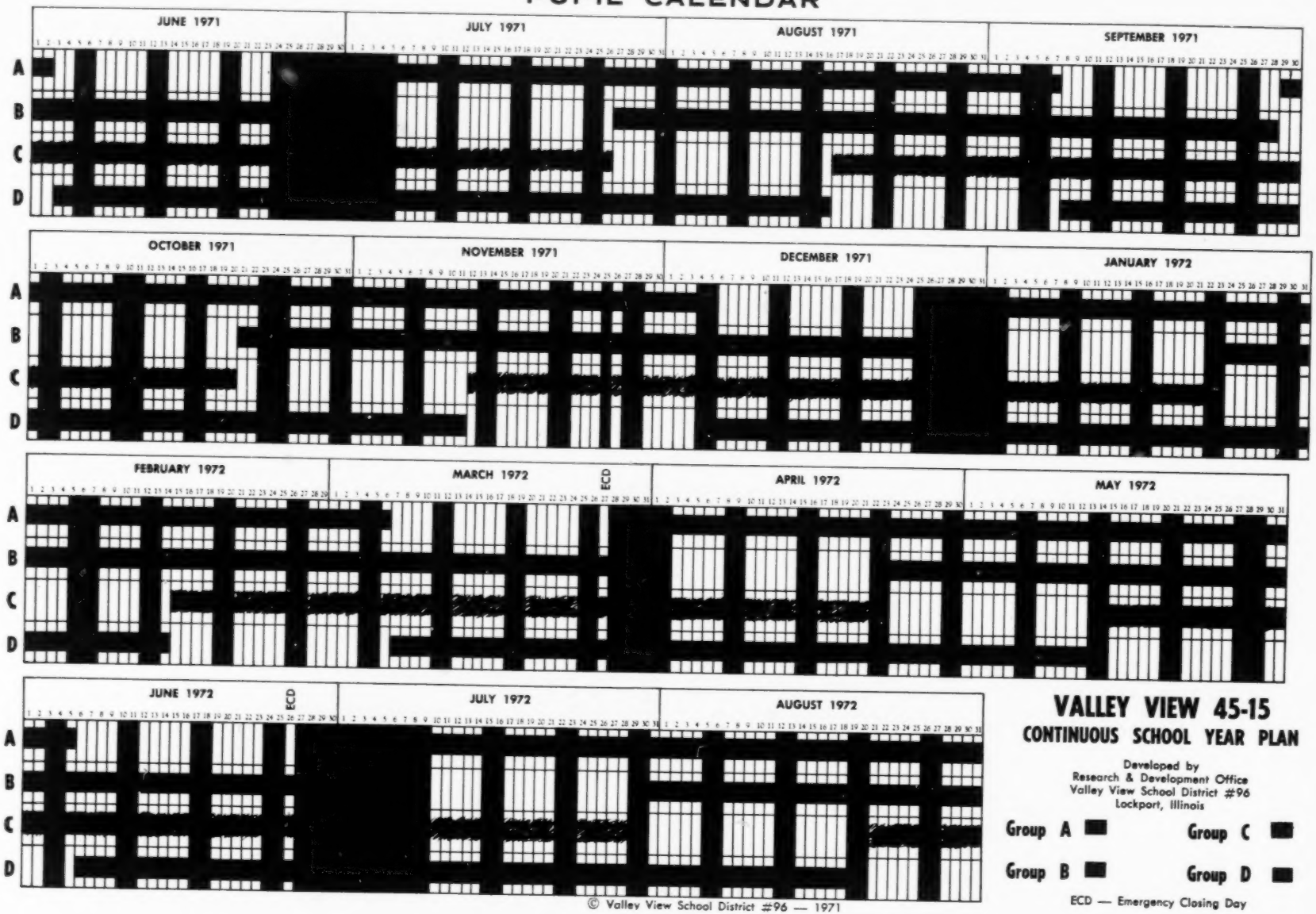
PUPIL CALENDAR



VALLEY VIEW 45-15
CONTINUOUS SCHOOL YEAR PLAN

Developed by
Research & Development Office
Valley View School District #96
Lockport, Illinois

Group A ■ Group C ■

Group B ■ Group D ■

ECD — Emergency Closing Day

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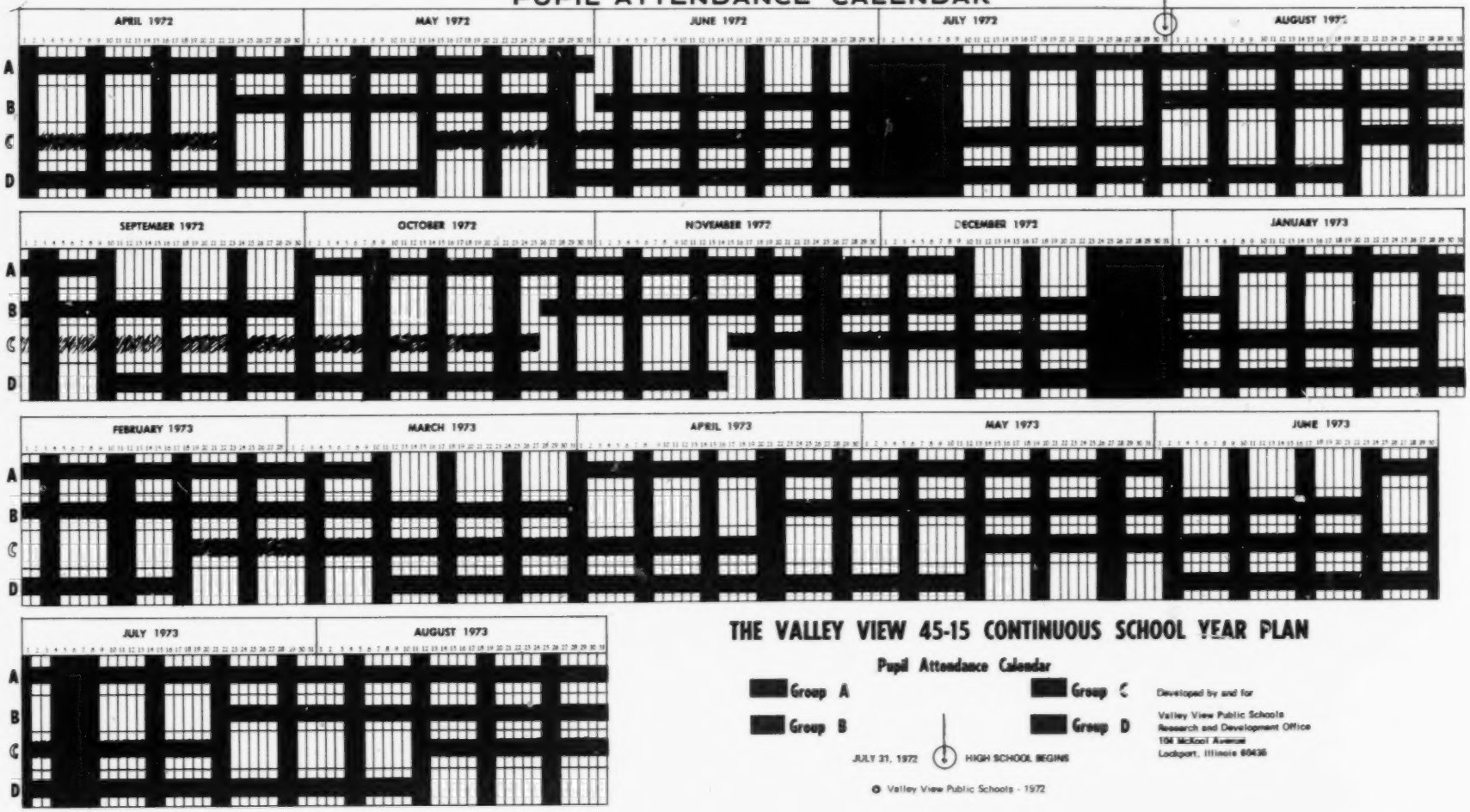
PUPIL ATTENDANCE CALENDAR



THE VALLEY VIEW 45-15 CONTINUOUS SCHOOL YEAR PLAN

Pupil Attendance Calendar

Group A
Group B
Group C
Group D

JULY 31, 1972 — HIGH SCHOOL BEGINS

Developed by and for

Valley View Public Schools
Research and Development Office
104 McKool Avenue
Lockport, Illinois 60435

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